
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7631 - Miami Douglas MacArthur South Senior High School

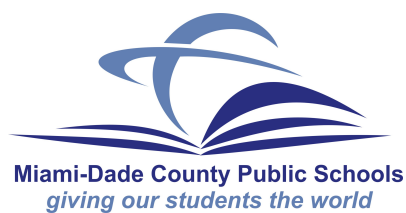
FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Steve Rummel

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Douglas MacArthur South Senior High School

MacArthur South operates on a holistic philosophy of academic, social, and personal empowerment of its students. The philosophy and goals of MacArthur South reflect the characteristics and needs of students who generally have not been successful in the traditional high school setting. MacArthur South's mission seeks to create a learning environment in which students achieve, emotional, social, civi and academic growth. While understanding the students that are struggling with a wide array of academic, legal, behavioral, social, and emotional challenges. These challenges have significantly compromised their ability to learn, and to adequately demonstrate their progress on standardized tests (i.e., FCAT, etc.). The school address these challenges through an innovative interdisciplinary team approach ("Tiger Families"), intensive Student Services counseling support, and three major school-wide programs reflecting National, District and State initiatives: Parent Involvement, Positive Behavior Support, and Service Learning Community Involvement.

Positive Behavior Support (PBS) is a research-based school-wide method of improving students' ability to behave appropriately in a wide variety of situations. It utilizes high levels of consistency and teamwork, strategic rewards and consequences, and a strong emphasis on data-driven decision-making.

School Year 2006-2007 marks a significant change in the school's organization. MacArthur South is situated on a 30 acre site that shares a campus with more than two dozen county agencies under the auspices of Miami-Dade County Department of Human Services. The proximity of the school to these facilities lends itself to enhancing student performance through the implementation of Service-Learning projects with these various agencies. Service-Learning is a National, District and FLDOE initiative that is research-based. SL will be an academy at Mac Arthur South which was selected as one of the cohort schools for the District's Secondary School Reform Plan. SL fosters personal, social, and intellectual growth, and has been found to be particularly effective in engaging "at-risk" youth. It uses a "hands-on" approach to teaching/learning with a strong commitment to improving our community.

Consistent with the nationwide trend advocating Service-Learning, MacArthur South's award-winning SL projects, and its collaboration with the Florida Department of Education will be expanding during the 2006-2007 school year. The cumulative three-year data on MacArthur South's model SL projects prove that students who are typically unsuccessful in traditional schools flourish when provided the opportunity to share their knowledge with the community. Attendance rates escalate, grades rise and behavioral infractions decrease as a result of the infusion of Service-Learning partnerships. With the expansion of the SL projects to include all subject areas during the 2006-2007 school year, a majority of MacArthur South's students will now be able to better connect with the community while realistically implementing various skills learned in all classrooms.

A significant factor which affects the achievement of the goals of MacArthur South is student mobility. Administrative assignments sometimes last for only a nine week period. Such assignments can take place any time during the school year. The result of this high mobility is a constant revision of goals and programs to meet the needs of incoming students. The students' face many challenges in their pursuit of success. Some are entangled in the legal system; many are parents with family obligations, and many must work inordinate hours to meet basic needs. With these many impediments, our students are to be commended for their achievements. MacArthur South strives to improve student learning, building incrementally towards the achievement of the Sunshine State Standards. It may

take students longer than their peers in the home schools, but with coaching from student services staff and faculty, many achieve their goal of earning a standard high school diploma.

Given the instruction following the Sunshine State Standards, the overall 9th and 10th grade students will improve their reading skills as evidenced by 51% of students reaching proficiency, Achievement Level 3 or above on the 2007 FCAT Reading administration.

Given the instruction following the Sunshine State Standards, the African American students will improve their reading skills as evidenced by 51% of students reaching proficiency, Achievement Level 3 or above on the 2007 FCAT Reading administration.

Given the instruction following the Sunshine State Standards, the Economically Disadvantaged students will improve their reading skills as evidenced by 51% of students reaching proficiency, Achievement Level 3 or above on the 2007 FCAT Reading administration.

Given instruction following the Sunshine State Standards, the percentage of ninth and tenth grade students will score at Level 3 or above will increase by 51% as demonstrated by the 2007 FCAT Mathematics test.

Given instruction following the Sunshine State Standards, the percentage of African American students will score at Level 3 or above will increase by 51% as demonstrated by the 2007 FCAT Mathematics test.

Given instruction following the Sunshine State Standards, the percentage of Economically Disadvantage students will score at Level 3 or above will increase by 51% as demonstrated by the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 89% of students reaching the state required mastery levels on the 2007 FCAT Writing Test, and will increase in writing proficiency by at least one percentage point.

Given instruction using the Sunshine State Standards, student will improve their knowledge of Science as evidenced by an increase of 5% scoring an Achievement Level of 3 and above on the 2007 FCAT Science.

Given a school-wide emphasis on parental involvement, parent participation will increase as evidenced by 20% of the parents/guardians of Miami Douglas MacArthur Senior High School South students returning the school climate survey and attending one of the parent information sessions hosted by the school.

Given a school-wide emphasis on promoting the safety and learning environment, MacArthur South will decrease the outdoor suspension days by 2% for 2006-2007 school year.

Given a school wide emphasis on PLATO Recovery class, the overall increase in students' GPA will improve by .05 points as evidenced in students' GPA.

Given an emphasis on student fitness, students enrolled in a Health and Fitness class will improve their skills as evidenced by an increase of 5% receiving award on the Fitness Gram Test during the 2006-2007 school year.

Given instruction using the Sunshine State Standards, State Curriculum Frameworks, and utilizing standards set by professional associations, students enrolled in vocational and elective courses will increase their participation in Service Learning projects (Secondary School Reform/Small Learning Community) by 25% in the 2006-2007 school year compared to the 2005-2006 school year.

Miami Douglas MacArthur Senior High School - South will improve the effectiveness of invested resources as evidenced by an increase of 2% in the number of students achieving at or above level 3 in the 2007 administration of the FCAT.

Given the emphasis on Plato Recovery Class, the overall graduation rate and students graduating on time will increase by 1% as evidenced by the 2007 Adequate Yearly Progress Report

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) Survey, answered by 93% of the staff, the two categories in need of improvement are: Process Management and Business Results. The four areas declining below the "agree" area are: receiving all of the resources needed to do a job; control over the work processes; work location finances; work location removes things that get in the way of progress. As a result, the leadership team will compile and share ideas with EESAC and in Faculty Meetings on how to decrease these areas.

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 South Senior High School

VISION

"Producing Better Decision-Makers"

MISSION

"Achieving emotional, social, civic, and academic growth"

CORE VALUES

We are TIGERS, We have:

T - Trustworthiness

I - Integrity

G - Genoristy

E - Empahty

R - Respect

S - Self-Worth

School Demographics

Miami Douglas MacArthur Senior High School South is a Miami-Dade County Public Alternative School located in the Kendall Area (11035 SW 84 Street, Miami, Florida 33173). Serious Infractions of the Secondary Student Code of Conduct the students' "home school" have resulted in district and/or school board mandatory assignment to this school. These administratively assigned students enter the school with severe behavioral, legal and/or attendance problems that have resulted in unsatisfactory performance, low standardized test scores, repeated grade detentions, and years of educational deficiencies.

Students are transported via the Miami-Dade County Public School Transportation System by bus as far as 40 miles each way to school. Many embark as early as 5:30a.m. while others miss their bus and must seek public transportation. Transportation problems have been noted as a significant contributing factor to student absenteeism.

MacArthur South represents a diverse school population, numbering between 125-300 students. The students' ages range from 14-22, in grades 9-12. The majority of the students are from low socioeconomic backgrounds, and although most are English speaking, many of their parents speak little English. The current profile is 56% African American, 37% Hispanic, and 7% Other. The student population is composed of 70% male and 30% female. Approximately 32% of the student population is Exceptional Education Students, with 5% classified as Severely Emotionally Disturbed (SED). A large percentage of the total population has failed one or more grades prior to enrolling. Approximately 80% of the students do not plan to pursue a four-year post-secondary education and therefore must be offered workforce development skills. Approximately 20% of the graduating class enters military service, community colleges, or universities. About 3% receive scholarships to colleges or trades schools and academic impediments to lucrative employment.

MacArthur South's staff is comprised of an ethnically diverse group (46% African American, 16% White, 28% Hispanic, and 3% Asian): two assistant principals, twenty core teachers (two nationally board certified), four vocational teachers, six paraprofessionals, two guidance counselors, a school psychologist, a behavior specialist, a career specialist, two reading coaches, a math coach, an athletic director, a trust counselor and a work-back counselor. Security is overseen by a school resource specialist and six school security monitors. The MacArthur South school community, despite its ethnic and cultural diversity, enjoys a harmonious relationship not unlike that of a close knit family. Staff and student rapport flourishes because of the manageable student/teacher ratio. To further enhance communication between students, parents and faculty, our student care center offers valuable resources and assistance to students having concerns in the school, home, and community. The student care center also has a staff member who is directly involved with students who have probation officers and open cases. The Community Liaison Specialist also works closely with parents, providing valuable knowledge of the courts and justice system.

School Foundation

Leadership:

Based on the results of the most recent Organizational Performance Improvement Snapshot (OPIS) survey, this category was the highest rank of all. The staff responded in a positive manner, in which it reflect's on the consensus of decision making for all stakeholders.

District Strategic Planning Alignment:

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) Survey, answered by 93% of the staff, the two categories in need of improvement are: Process Management and Business Results. The four areas declining below the "agree" area are: receiving all of the resources needed to do a job; control over the work processes; work location finances; work location removes things that get in the way of progress. As a result, the leadership team will compile and share ideas with EESAC and in Faculty Meetings on how to decrease these areas.

Stakeholder Engagement:

Based on the results of the most recent Organizational Performance Improvement Snapshot (OPIS) survey, the questions(items)focusing on the teacher's performance demonstrates, that teacher's are able to analyze the quality and overall performance of their work.

Faculty & Staff:

Based on the results of the most recent Organizational Performance Improvement Snapshot (OPIS) survey, there is minimal variability in the items of this section, but all rank fairly in the upper middle rankings in the scale. The highest rated 53% agreed that people they work with cooperate and work as a team. Lowest 13% agreed not being recognized for their work. Although the lowest item had a low percentage, as a team the school's leadership team, should increase acknowledgements in recognizing performances.

Data/Information/Knowledge Management:

Based on the results of the most recent Organizational Performance Improvement Snapshot (OPIS) survey, staff felt fairly confident that their ability to disaggregate the data and analyze their student's strengths and weaknesses. The CIM process will continue to assist teachers in a multi-step approach in order to promote higher student achievement at MacArthur South.

Education Design:

Based on the results of the most recent Organizational Performance Improvement Snapshot (OPIS) survey, the items lowest ranked were in the Business Results: work location finances and work location removes things that get in the way of progress. Further in-house surveys will be administered to identify and address how to decrease the objects that are in the way of progress.

Performance Results:

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) survey, the overall percentage of agree and above ratings, 59% of the faculty answers were in a positive inclination and 35% of staff answers declined. For the 2007-2008, the school will increase in the areas of lowest ratings by at least 10%.

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

GOAL 1 STATEMENT:

Students at MacArthur South will make sufficient learning gains to acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards in the area of Reading, measured by the FCAT until, in 2013, 100 percent of students are proficient.

Needs Assessment

Results of the 2006 FCAT Reading scores indicate that students had the greatest weaknesses in 9th and 10th grade in Words and Phrases. Results of the 2006 FCAT Reading scores indicate that students in 9th and 10th grade had the greatest strengths in Comparisons. 78% of students that are at a level 1; 10% students scored above an Achievement Level 3.

FCAT 2006-Content Cluster Reading Score Results

Words/Phrases- Students' in 9th grade, declined 25% compared from 2006 to 2005 in mastering the FCAT content. Students' in 10th grade, declined 10% compared from 2006 to 2005 in mastering the FCAT content.

Main Idea/Author Purposes- Students' in 9th grade, declined 4% compared from 2006 to 2005 in mastering the FCAT content. Students'in 10th grade, improved 13% compared from 2006 to 2005 in mastering the FCAT content.

Comparison- Students'in 9th grade, declined 15% compared from 2006 to 2005 in mastering the FCAT content. Students'in 10th grade, improved 14% compared from 2006 to 2005 in mastering the FCAT content.

Reference/Research- Students' in 9th grade, declined 3% compared from 2006 to 2005 in mastering the content. Students' in 10th grade, improved 17% compared from 2006 to 2005 in mastering the FCAT content.

Based on the results, the students did not meet adequate yearly progress in Reading; only 33% met this criterion. In analyzing the 2006 FCAT Reading data, results indicate that stress must be placed upon instruction in vocabulary and language skills. Students will benefit from individualized tutoring in context clues, language systems, graphic organizers, and chart representations. To ensure that all students will be immersed in remediation to address their weaknesses, additional classes of Intensive Reading and Reading Plus will be added to course offerings and Reading strategies incorporated in all classes, including Vocational classes.

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 the instruction following the Sunshine State Standards, the overall 9th and 10th grade students will improve their reading skills as evidenced by 51% of students reaching proficiency, Achievement Level 3 or above on the 2007 FCAT Reading administration.

Given the instruction following the Sunshine State Standards, the African American students will improve their reading skills as evidenced by 51% of students reaching proficiency, Achievement Level 3 or above on the 2007 FCAT Reading administration.

Given the instruction following the Sunshine State Standards, the Economically Disadvantaged students will improve their reading skills as evidenced by 51% of students reaching proficiency, Achievement Level 3 or above on the 2007 FCAT Reading administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Assign all students to a homeroom class by grade level and FCAT-Developmental Scale Score to be coached by their homeroom teacher in order to increase FCAT and Reading level.	Principal, Student Services	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Investigate and apply for funds to subsidize innovative reading programming.	Principal, Grant Writing Team	10/3/2006	04/30/07	District Strategic Plan	\$0.00
Place all Level 1 and 2 students in an Intensive Reading Class.	Principal, Student Services	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Integrate FCAT Reading strategies across curricular.	Principal, Reading Coach, All Teachers	8/21/2006	05/30/07	District-wide literacy plan	\$0.00
Refer all students with high absenteeism to a truancy self-contained program to address specific deficiencies in the areas of reading, math, writing, and science when they attend school.	Principal, Student Services	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Conduct "Test Talks" for all students to improve understanding of student performance data and strategies in order to improve student performance on the March 2007 administration of the FCAT.	Principal, Math Department	9/5/2006	9/15/2006	Continuous Improvement Model	\$0.00
Provide tutorial service in reading to students using the assistance of community volunteers, partners, and instructional personnel.	Principal, Community Liason, Volunteers	8/28/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize assessment data to provide support in	Principal, Reading Coach	9/8/2006	4/30/2007	Continuous	\$0.00

areas of weakness for students through the provision of an intensive reading class.				Improvement Model	
Establish a second Read 180 Lab where students can work on improving their reading skills.	Principal, Computer Technician	8/14/2006	08/31/06	District-wide literacy plan	\$0.00
Provide all students a Directed Reading activity for twenty minutes during the Language Arts classes following a school wide cross curriculum FOCUS Calendar.	Principal, Reading Coach, Language Arts Teachers	08/21/06	4/30/2007	Continuous Improvement Model	\$0.00
Implement Service-Learning projects to meet curriculum objectives required by Sunshine State Standards, and Secondary School Reform initiatives, in a non-traditional holistic method that is more conducive to the learning styles of the "at-risk" student.	Principal, All Teachers	9/5/2006	05/30/07	Small Learning Communities	\$0.00
Administration of MOCK FCAT examinations to simulate actual testing conditions and improve student participation and performance on the MArch 2007 administration of the FCAT.	Principal, Testing Chairperson, Reading and Math Coach	0108/07	03/20/07	Continuous Improvement Model	\$0.00
Development and Utilization of Benchmark Focus Calendar.	Principal, Reading Coach	08/22/06	05/18/07	Continuous Improvement Model	\$0.00

Research-Based Programs

McDougal Littell (The Language of Literature Series) Grades 9-12; FCAT AIM HIGHER READING; FCAT Reading in Science and Social Sciences; READ 180; PLATO; Reading Advantage Kits ; Kaplan Reading and Writing Advantage FCAT Grade 10;FCAT Explorer; READ XL;Improving High School Literacy

Professional Development

Eight Steps on the Continuous Improvement Model; Curriculum Development-Scope and Sequence (Pacing Guides); Data Analysis; Creative Writing Techniques; PLATO Learning; Reading Strategies Across the Curriculum; CRISS refresher in-house techniques;Reading across vocational programs; Freeze Frammer Software Training; Edusoft; SPI; AIP; Electronic Grade book, Brain based Instructional Strategies

Evaluation

1. The following research-based evaluative tools will be used to evaluate the effectiveness of the program:

- District Interim Assessments
- Practice FCAT Reading Tests
- FCAT results
- Evaluation data derived from Read 180, Plato, Intensive Reading classes, Reading Plus, Benchmark Assessments (Teacher Generated and State).
 - *MAZE and DAR Assessment

2. Facilitation of District School Site Visitations

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

GOAL 2 STATEMENT:

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

Needs Assessment

Results of the 2006 FCAT Mathematics scores indicate that students in 9th and 10th grade had the greatest weaknesses with Measurement and Geometry. 65% of level 1 students; 13% of students scoring above an Achievement Level 3.

Results of the 2006 FCAT Mathematics scores indicate that students in 9th and 10th had the greatest strength with Number Sense.

FCAT-Content Cluster Math Score Results

Number Sense- Students' in 9th grade improved 19% in mastering FCAT content. Students' in 10th grade improved 11% in mastering FCAT content.

Measurement- Students' in 9th grade declined by 15% in mastering FCAT content. Students' in 10th grade remained the same as 20% in mastering FCAT content.

Geometry-Students' in 9th grade remained the same as 18% in mastering FCAT content. Students' in 10th grade improved 7% in mastering FCAT content.

Algebraic Thinking-Students' in 9th grade declined by 10% in mastering FCAT content. Students' in 10th grade improved by 7% in mastering FCAT content.

Data Analysis- Students' in 9th grade declined by 13% in mastering FCAT content. Students' in 10th grade improved by 6% in mastering FCAT content.

Analysis of the data shows under the Federal No Child Left Behind Act (NCLB) subgroup; that no subgroup was identified, however the overall 9th and 10th grade student population noted that 89% are not a standard performance level.

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

Measurable Objective

Given instruction following the Sunshine State Standards, the percentage of ninth and tenth grade students will score at Level 3 or above will increase by 51% as demonstrated by the 2007 FCAT Mathematics test.

Given instruction following the Sunshine State Standards, the percentage of African American students will score at Level 3 or above will increase by 51% as demonstrated by the 2007 FCAT Mathematics test.

Given instruction following the Sunshine State Standards, the percentage of Economically Disadvantage students will score at Level 3 or above will increase by 51% as demonstrated by the 2007 FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize computer-assisted instruction (Cognitive Tutor, Plato) to increase student mathematics achievement in strategic areas.	Principal, Math Coach, Math Teachers	10/3/2006	05/30/07	Small Learning Communities	\$0.00
Provide mathematics teachers with Pacing Guides and Instructional Focus Calendar.	Principal, Math Coach, Math Department Chair	8/14/2006	04/30/07	District Strategic Plan	\$0.00
Administer and analyze results of interim mathematics assessments to monitor student progress.	Principal, Math Teachers	10/23/2006	4/27/2007	District Strategic Plan	\$0.00
Refer students with high absenteeism to a truancy team program to address specific deficiencies in the areas of reading, math, writing, and science when they attend school.	Principal, Social Worker	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Conduct "Test Talks" for all students to improve understanding of student performance data and strategies to improve student performance on the March 2007 administration of the FCAT.	Principal, Math Department Chair, Math Teachers, Student Services	9/5/2006	9/15/2006	Continuous Improvement Model	\$0.00
Provide students in grades 11 and 12 retaking the FCAT to be pulled out for individual tutoring and will be placed in an intensive mathematics course.	Principal, Math Coaches, Department Chairs, Tutoring Volunteers	9/5/2006	2/28/2007	Continuous Improvement Model	\$0.00
Assess students in specific bi-weekly benchmarks and monitor results.	Principal, Math Teachers	8/21/2006	04/30/07	Continuous Improvement Model	\$0.00
Integrate measurements in the Culinary Arts program.	Principal, Culinary Arts Teacher	8/14/2006	05/30/07	Academic Teams	\$0.00
Incorporate learning logs and folders in	Principal, Math Teachers	8/14/2006	05/30/07	Small Learning	\$0.00

mathematics classes.				Communities	
Enroll all students in grades 9 and 10 who scored below an FCAT Level 2 to receive at least a semester of intensive mathematics instruction.	Principal, Student Services	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Provide tutorial service in mathematics using community volunteers and personnel.	Principal, Community Liaison	10/3/2006	04/30/07	Continuous Improvement Model	\$0.00
Incorporate cooperative learning in all math classes/math teachers.	Principal, All Math Teachers	8/14/06	05/31/07	District Strategic Plan	\$0.00
Implement math problem of the day in all math classes following the Instructional Focus Calendar for math.	Principal, Math Coach, Math Department Chair, All Math Teachers	08/22/06	05/31/07	District Strategic Plan	\$0.00
Incorporate jigsawing whereby student's become proficient in a section of the math lesson and then share with other members of the class.	Principal, Math Teachers	10/3/06	05/31/07	District Strategic Plan	\$0.00
Provide professional development activities that include successful research-based mathematical instructional strategies.	Principal, Math Coach	10/3/2006	04/30/07	Continuous Improvement Model	\$0.00
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology.	Principal, Math Teachers	8/14/2006	05/30/07	Continuous Improvement Model	\$0.00
Implement Service-Learning projects to meet curriculum objectives required by the Sunshine State Standards and Secondary School Reform initiatives, in a non-traditional holistic method that is more conducive to the learning styles of the "at-risk" student.	Principal, All Teachers	9/8/2006	5/19/2007	Small Learning Communities	\$0.00
Development and Utilization of Benchmark FOCUS Calendar.	Principal, Math Coach	08/22/06	05/18/07	Continuous Improvement Model	\$0.00

Research-Based Programs

PLATO; FCAT Explorer; FCAT Practice Workbooks; Glencoe Algebra series computer based; Geo Sketch Pad, Kaplan FCAT Advantage, Cognitive Tutor, Discovering Geometry

Professional Development

Attend workshops on FCAT strategies in Science and Mathematics, implementation of the Sunshine State Standards, How to Use Data to Make Decision, Edusoft Training, PLATO Training, Content-Area Review; CIM and Improving High School Literacy

Evaluation

1.
 - Interim Assessments
 - FCAT State Practice Tests
 - FCAT results
 - District's Algebra I and Geometry Final Exam
 - Benchmark Mini-Assesments
2. Facilitation of District School Site Visitations
3. Data resulting from teacher-made tests incorporating FCAT mathematics questions using Edusoft.

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

GOAL 3 STATEMENT:

Students will make learning gains and improve their writing skills in order to master the Sunshine State Standards (3.5) in the area of writing.

Needs Assessment

Results of the 2006 FCAT Writing scores indicate that students in 10th grade had the greatest weaknesses with persuasive writing prompt.

Results of the 2006 FCAT Writing scores indicate that students in 10th grade had the greatest strengths with expository writing. School Wide scores indicate that 65% scored 3.0 or higher in combined writing prompt. 81% met state standards in writing.

In analyzing the data stress on persuasive prompt writing needs to take place.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 89% of students reaching the state required mastery levels on the 2007 FCAT Writing Test, and will increase in writing proficiency by at least one percentage point.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to require mid-term and final exams in all subject areas to include an essay component.	Principal, All Teachers	11/27/2006	05/30/07	District Strategic Plan	\$0.00
Continue training on FCAT writing style prompts and in the use of the FCAT Writing Rubric to score essays to remediate the subgroups identified in the No Child Left Behind (NCLB) requirements including overall population whose scores are below 3.5.	Principal, Reading Coach	9/11/2006	05/31/07	Continuous Improvement Model	\$0.00
Include in each student's writing folder two examples each of persuasive and expository essays that show progress toward a score of at least 3.5 using the FCAT Writing Rubric.	Principal, Language Arts Teacher	8/14/2006	05/30/07	Continuous Improvement Model	\$0.00
Integrate FCAT Writing strategies across the curriculum.	Principal, Reading Coach, All Teachers	10/3/2006	05/30/07	District Strategic Plan	\$0.00
Implement a Writing Focus Calendar across the Language Arts classes.	Principal, Reading Coach, Language Arts Teacher	8/21/2006	05/30/07	Continuous Improvement Model	\$0.00
Assist students with accessing career information related to their goals by using the school's website. Students will learn to complete all aspects of employability skills (job application, resume, etc).	Principal, Career Specialist, Language Arts Teacher	9/15/2006	5/25/2007	District Strategic Plan	\$0.00
Implement Service-Learning projects to meet curriculum objectives required by the Sunshine State Standards, and Secondary School Reform Initiatives, in a non-traditional holistic method that is more conducive to the learning styles of the "at-risk" student.	Principal, All Teachers	9/8/2006	05/18/07	Small Learning Communities	\$0.00

Research-Based Programs

Resources: McDougall Littell (The Language of Literature Series – Grades 9 though 12); FCAT Practice Workbooks: Aim Higher!; FCAT – District Q Cards Reciprocal Teaching; Edusoft Data Analysis Training; Writer’s Advantage Kit

Professional Development

FCAT Preparation – Writing Across the Curriculum, FCAT Rubric, SPI, AIP, PLATO Training and Improving High School Literacy.

Evaluation

1. The following research-based evaluative tools will be used to evaluate the effectiveness of the program:

- * Pre/Post District Writing Test
- * Practice FCAT Writes Test
- * FCAT results (2007)
- * Student Writing Folders
- * 2006 AYP School Report
- * In-House Writing Projects
- * FOCUS Calendar

2. Facilitation of DIstrict School Site Visitations

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Students will make learning gains and improve their science skills in order to master the Sunshine State Standards in the area of Science.

Needs Assessment

Results of the 2006 FCAT Science scores indicate that 11th grade students had the greatest weaknesses in Physical and Chemical Science and Earth Space Science. The school achieved a mean scale score of 182. There is evidence that 86% of the students are level 1 and 7% of the 11th grade students scored at or above an Achievement Level 3.

FCAT Science Content Cluster Score

Physical/Chemical- Students' in the 11th grade improved by 2% compared from 2006 to 2005 FCAT Science in mastering this content.

Earth/Space- Students' in the 11th grade remained at 27% mastering the content for this area compared from 2006 to 2005 FCAT Science.

Life/Environment- Students' in 11th grade improved by 6% compared from 2006 to 2005 FCAT Science in mastering this content.

Scientific Thinking- Students' in 11th grade remained at 33% mastering the content for this area compared from 2006 to 2005 FCAT Science.

Measurable Objective

Given instruction using the Sunshine State Standards, student will improve their knowledge of Science as evidenced by an increase of 5% scoring an Achievement Level of 3 and above on the 2007 FCAT Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate weekly instruction in FCAT Science benchmarks using the Pacing Guides.	Principal, Science Department Chair, Science Teachers	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Administer a Pre/Post test in Earth Space and Biology courses targeting the 15 annually assessed benchmarks.	Principal, Science Department Chair, Science Teachers	10/3/2006	5/4/2007	Continuous Improvement Model	\$0.00
Increase the use of hands-on lab activities using inquiry based skills for all Science classes.	Principal, Science Department Chair, Science Teachers	10/3/2006	5/11/2007	Continuous Improvement Model	\$0.00
Implement Service-Learning projects to meet curriculum objectives required by Sunshine State Standards and Secondary School Reform initiatives, in a non-traditional holistic method that is more conducive to the learning styles of the "at-risk" student.	Principal, All Teachers	9/8/2006	5/11/2007	Small Learning Communities	\$0.00
Integrate the Agricultural program with FCAT Science Activities.	Principal, Agriculture Teacher	8/14/2006	05/30/07	Small Learning Communities	\$0.00

Research-Based Programs

Glencoe Florida Edition Earth Space Science & Geology; Prentice Hall Biology I; Glencoe Florida Edition Physical Science; FCAT Reading in Science; PLATO;

Professional Development

Curriculum Development-Scope and Sequence(Pacing Guides); Data Analysis; Vocabulary Development Across the Curriculum; Creative Writing Techniques; PLATO Learning; Reading Strategies Across the Curriculum; CRISS refresher in-house techniques; C.O.R.E. Creating Opportunity for Reading Excellence Infusing Reading Strategies; Edusoft data analysis and Improving High School Literacy.

Evaluation

1. The following research-based evaluative tools will be used to evaluate the effectiveness of the program:

- In-house Assessments
- State Practice FCAT Science Test
- FCAT results
- Data resulting from teacher-made tests incorporating
FCAT Science questions

2. Facilitation of District School Site Visitations

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

All parents and students of Miami Douglas MacArthur Senior High School South will be knowledgeable about the academic, behavioral and social progress of their children.

Needs Assessment

Parent surveys and staff input indicate that the school's parental involvement has been adversely affected by several key factors including:

- 1) The students come from a wide geographic area making transportation a major concern.
- 2) Most parent(s) work a disproportionate amount of hours daily compared to the typical eight hour work day.
- 3) Many parents are immigrants and are not familiar with district, state and/or federal educational requirements.
- 4) Many parent(s) are limited English proficient.
- 5) The parents are frequently exhausted from intervening with their children; consequently at this point they often feel helpless to effect change and hopeless as to the possibility of improvement.
- 6) Some parents are more invested in their child's home school and believe it is not important to become a PTA member at the Alternative Education School, where enrollment is usually time-limited.

Traditionally, the parents only visit the school for the mandatory conference when their child is enrolled in the program. A good indication of the need to improve parent involvement is that last year, only 18% of our parents returned their School Climate Survey.

In 2005-2006, the Parental Involvement Project established a Parent Resource Center in the media center, revised the intake/registration process so as to be more user-friendly, and developed relationships with two community-based service providers (Agape Mental Health Services, and the FIU Girls project).

For 2006-2007:

The Parent Resource Center has been moved from the Media Center to the Conference Room so as to provide a more friendly and private hospitable, confidential area for parents to interact with staff. Resource materials are supplied by the Office of Parental Involvement and other community sources are provided.

Measurable Objective

Given a school-wide emphasis on parental involvement, parent participation will increase as evidenced by 20% of the parents/guardians of Miami Douglas MacArthur Senior High School South students returning the school climate survey and attending one of the parent information sessions hosted by the school.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Inform parents of academic and behavior expectations during our student in-take (process when a new student registers at our school) and Back to School night.	Principal, Student Services	8/14/2006	05/30/07	Continuous Improvement Model	\$0.00
Provide parents with a student/parent handbook with all pertinent information on the school.	Principal, Student Services	8/14/2006	05/30/07	Continuous Improvement Model	\$0.00
Provide parents with communications on FCAT strategies and support in reading, mathematics, writing and science; testing dates; tutoring times and dates; staff contact numbers; graduation requirements and activities/athletics on a monthly basis through a school calendar, letter, school's website and Tiger News (school's newspaper).	Principal, Activities Director, Student Services	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Solicit parents support through community meetings, church services, Chamber of Commerce meetings, Neighbors section of the Herald, El Nuevo Herald and NEWTIMES.	Principal, Community Liaison, Student Services, EESAC, Newspaper Sponsor	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Provide opportunities for parents to attend workshops on FCAT, behavior management and Family Literacy within communities from which they reside.	Principal, Student Services, Community Liaison	9/18/2006	5/11/2007	District Strategic Plan	\$0.00
Utilize the Family Resource Center.	Principal, Student Services	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Require a parent-conference for suspended students before returning to school. Transport students home when situation arises. Assist parents (Community Liaison Specialist) who have questions and concerns about their child's involvement in adult/juvenile system.	Principal, Community Liaison, Student Services	08/14/06	05/31/07	District Strategic Plan	\$0.00
Administer a parents' needs-assessment	Principal, Activity Director, Media	10/03/06	05/31/07	District Strategic	\$0.00

survey through Connect-Ed, to determine which of the following classes are considered priorities by the parents: FCAT Concerns, Teen Behavior Management, Household Finances, Parental Portal, and Career Development.	Specialist, Student Services			Plan	
Join and participate with various organizations that offer services and assistance to youths and parents in the Miami-Dade Community.	Principal, Student Services, All Teachers	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Connect parents and all stakeholders to the school by sponsoring culminating performances, displays, celebrations and gatherings.	Principal, Student Services, All Instructional Personnel	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Consider a plan to transport parents to their child's after school athletic events.	Principal, Athletic Director	9/7/2006	4/30/2007	Communities of Practice	\$0.00
Utilize various Service-Learning projects to connect parents and all stakeholders to the school by sponsoring culminating performances, displays, celebrations and gatherings.	Principal, All Teachers	9/8/2006	5/18/2007	Small Learning Communities	\$0.00

Research-Based Programs

PBS-Positive Behavior Support, National PTA Standards for Family/Parental Involvement

Professional Development

The Office of Parental Involvement will sponsor Parent Academy (District sponsored) in-service classes related to cultivating parental involvement.

Evaluation

At least one informational session per quarter

Workshop attendance rosters/PTSA Membership/School Climate Survey/EESAC Attendance Roster/ In-House Parent Survey (registration procedures)

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

To secure and protect the students, faculty, and staff at MacArthur South.

Needs Assessment

After reviewing school safety and discipline needs of last year 2005-2006 school year, the administrative team collected a wide range of observations, concerns from the staff on how to enforce school wide discipline and safety needs and data. Serious incident rate decreased by 12%, referrals declined by 32% compare to 2004-2005, and outdoor suspension days declined by 20% (from 863 days to 691 days). According to school climate 41% student, 72% parent, 75 % staff feel safe and secure at MacArthur South.

Beginning the 2006-2007 school year, the school will have a mandatory indoor suspension policy and classroom designated for discipline problems. The administrative team will focus on correcting the misbehavior by assigning service learning projects. The school will also enforce discipline according to the Secondary Student Code of Conduct:

1. After school detention
2. Saturday school
3. Indoor suspension
4. " Make Campus Beautiful Project"

Measurable Objective

Given a school-wide emphasis on promoting the safety and learning environment, MacArthur South will decrease the outdoor suspension days by 2% for 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reward students monthly for demonstrating positive classroom behavior.	Principal, Activities Director	10/3/2006	5/1/2007	District Strategic Plan	\$0.00
Improve student behavior by learning to work together and supporting each other as a community of learners.	Principal, Faculty and Staff	8/14/2006	05/30/07	Small Learning Communities	\$0.00
Address the disciplinary needs of all students through Positive Behavior Support. The PBS Team will be working with all teachers on how to remove disruptive students from the classroom.	Principal, PBS Committee	08/14/06	05/30/07	District Strategic Plan	\$0.00
Address other alternatives to outdoor suspension, including Peer Mediation, Group Counseling, Individual Counseling, Solution-Focused In-School Suspension, Community-Based In School Suspension, and Saturday School.	Principal, Student Services	08/14/06	05/30/07	District Strategic Plan	\$0.00
Reward positive students to participate in field day activity.	Principal, Student Services, PBS Committee	10/03/06	05/18/07	Continuous Improvement Model	\$0.00
Reward students at end of each grading period who have no infractions and improved attendance.	Principal, Activities Director, PBS Committee	10/03/06	05/18/07	Continuous Improvement Model	\$1500.00
Reward students complying with uniform policy on a daily basis.	Principal	08/14/06	08/28/06	Continuous Improvement Model	\$200.00
Utilize the Alternative Education Student Self-Assessment Survey to determine student feelings, attitude and perceptions about school.	Principal	08/14/06	05/31/07	District Strategic Plan	\$0.00

Research-Based Programs

PBS-Positive Behavior Support

Professional Development

Through Faculty Meetings and Early Release Workshops presentations on "Defusing Conflicts Series",
Melissa Institute

Evaluation

Positive Behavior Support surveys, Student Services Counseling Request Forms, SWISS Data
Management, Child Study Team,
Facilitation of District School Site Visitation

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

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

GOAL 7 STATEMENT:

Students will use the PLATO Recovery Web-Based program to recover or make up course credits.

Needs Assessment

1. PLATO Recovery Class

- a. 15 out of 23 senior (65%) completed at least one credit in this course recovery.
- b. 15 out of 15 (100%) of the students' taking recovery class improved their GPA by .05.

2. Infrastructure

- a. Each classroom has network connections, which provides access to the M-DCPS WAN and the Internet. Additional network connections are needed to accommodate the school's growing use of technology and computer-assisted instruction.
- b. Additional TVSS type electrical outlets are needed in each classroom to accommodate the school's growing use of technology and to meet School Board specifications.

Wireless access is needed to provide access to the M-DCPS WAN and the Internet throughout the vast acreage of the school's campus. The Cafeteria and classroom in the Cafeteria building have limited access.

3. Hardware

a. Each classroom has a minimum of two computer stations. In order to meet the demands of preparing the students for the FCAT, each classroom should have a minimum of three computer stations.

b. Each wing of the school should have access to a more conveniently located network printer. At the present time, Buildings 2 and 4 do not have easy access to a network printer.

c. Additional LCD projectors are needed. At the present time, only two are available for use.

d. The number of computer stations in the Media Center needs to be increased to provide a computer resource area. This would allow a teacher to bring an entire class into the Media Center to complete projects requiring the use of technology.

4. Software/Training

a. Training is needed for the instructional staff who supervise the students in the use of Plato, FCAT Explorer, Read 180, and GED Training.

b. Training is needed for the instructional staff to incorporate technology-related learning and Service Learning Projects into their curriculum.

c. Training on Excelsior Gradebook Software.

d. Training on Student Performance Indicators- downloading data

Measurable Objective

Given a school wide emphasis on PLATO Recovery class, the overall increase in students' GPA will improve by .05 points as evidenced in students' GPA.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate the use of FCAT Explorer in Language Arts and Math classes.	Principal, All Language Arts, All Math Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Provide access to GED Preparation software for students.	Principal, Student Services	08/14/06	05/30/07	District Strategic Plan	\$0.00
Update school's website on a weekly basis.	Principal, Data Clerk	08/14/06	05/31/07	District Strategic Plan	\$0.00
Explore the possibility of posting educational sound links, administrative staff bulletins, student and staff work on the school's web page.	Principal, Data Clerk	08/14/06	05/31/07	District Strategic Plan	\$0.00
Provide release time to staff members to attend professional development workshops that offer training in software applications.	Principal	8/14/2006	05/30/07	District Strategic Plan	\$2000.00
Provide courses in Credit Recovery using Plato software.	Principal, Student Services, Plato Recovery Teacher	08/14/06	05/30/07	Transition and Articulation Programs	\$4000.00
Offer technology-related training sessions to the staff on early release days.	Principal	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Utilize the Cognitive Tutor software in Algebra I classes.	Principal, Math Teachers	10/23/06	05/31/07	Small Learning Communities	\$0.00

Research-Based Programs

PLATO, Steck Vaughn GED Preparation

Professional Development

Teachers and non-instructional staff who assist students learning with PLATO software will be provided with professional development workshops to increase their competence and proficiency in the use of the software.

Teachers and non-instructional staff who assist students learning with GED Preparation software will be provided with professional development workshops to increase their competence and proficiency in the use of the software. Instructional staff will be encouraged to attend professional development workshops in the use and incorporation of FCAT Explorer in their courses.

Information Technology Services (ITT) classes and training on the CIM

Instructional staff will be encouraged to attend the District's Technology Conference and professional development workshops to increase their awareness in the use of technology.

Evaluation

The following tools will be used to evaluate the effectiveness of the use of technology:

1. Summary reports for each of the software programs will be used to indicate each student's progress.
2. Effective implementation of all software (Data reports on PLATO Recovery Class.
3. GPA 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.)

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

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

GOAL 8 STATEMENT:

The students will learn lifelong health and fitness strategies as well as understand health-related concepts that will enable them to make wise choices now and in the future.

Needs Assessment

Students at MacArthur South need to be able to comprehend concepts related to health promotion and disease prevention; access valid health information and health -promoting products and services and understand health enhancing behaviors and how to reduce health risks. 80% of the students who are enrolled in a Health/Personal Fitness or Physical Education class participated on the Fitness Gram Test. 35% of the students who participated received a distinction award.

Measurable Objective

Given an emphasis on student fitness, students enrolled in a Health and Fitness class will improve their skills as evidenced by an increase of 5% receiving award on the Fitness Gram Test during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in Fitness Graham Testing: run/walk, sit and reach, skin-fold, trunk-lift, curl-up, push-up	Principal, Physical Education Department	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement School-wide Physical Fitness Week	Principal, Activities Director, Athletic Director	08/14/06	05/30/07	District Strategic Plan	\$200.00
Provide a Nutrition Fair	Principal, Athletic Director	08/14/06	05/30/07	District Strategic Plan	\$300.00
Create charts to publicize student health and fitness gains	Principal, Physical Education Teacher	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Present workshops on addictions, stress management, Switchboard of Miami community counseling and pregnancy prevention.	Principal, Student Services	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide school wide activities with professional guest speakers.	Principal, Activities Director	08/16/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Fitness Gram Testing

Professional Development

Attend Fitness Professional Development Courses district offers.

1. Administering Fitness Gram Test
2. AIDS/Health Issues
3. CPR

Evaluation

1. Recording scores from Pre/Post Fitness Gram Testing
2. Use charting devices to track students progress throughout the school year

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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GOAL 9 STATEMENT:

Increased student performance in Workforce Education will enable students to compete in a Global Economy.

Needs Assessment

There is a necessity to identify and cultivate students' aptitudes and talents at the inception of 9th grade so that the school can channel student interest in a productive direction. This will align the school's educational strategies with the paradigm of the Global Economy. 19% of the student population participated in a Service Learning Project in 2005-2006, an increase of 8% compared to the 2004-2005 school year.

Measurable Objective

Given instruction using the Sunshine State Standards, State Curriculum Frameworks, and utilizing standards set by professional associations, students enrolled in vocational and elective courses will increase their participation in Service Learning projects (Secondary School Reform/Small Learning Community) by 25% in the 2006-2007 school year compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recruit students to enroll in vocational classes. (Recruitment Fair)	Principal, Student Services, Vocational Teachers	08/14/06	05/31/07	Small Learning Communities	\$0.00
Provide incentives for increased attendance in vocational and elective courses.	Principal, Vocational Teachers, Elective Teachers	08/14/06	05/31/07	Continuous Improvement Model	\$500.00
Implement Service Learning projects to meet curriculum objectives required by Sunshine State Standards and Secondary School Reform initiatives, in a non-traditional holistic method that is more conducive to the learning styles of the "at-risk" students.	Principal, All Teachers	09/08/06	05/18/07	Small Learning Communities	\$4000.00

Research-Based Programs

Tools Curriculum Framework, Vocational Software, Education Websites related to current workforce issues; Service Learning, NAF, Secondary School Reform

Professional Development

Inservices Conferences Institutes, Professional Memberships, Post-Secondary Technical/Vocational Schools, Advisory Committee Meetings

Evaluation

Post-Secondary Education and Career Choices

Completion of Occupational hours

Upon return to "Home School", ensure students' vocational coursework continue to match.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

To ensure that all resource allocations are implemented in a positive and effective way, to increase student achievement in scoring an achievement level 3 or above on the FCAT Reading and Math.

Needs Assessment

Due to the nature and mobility factor of the students attending Miami Douglas MacArthur Senior High School - South, the most recent data supplied from the FLDOE indicates that in 2005-2006 does not show ROI values.

Measurable Objective

Miami Douglas MacArthur Senior High School - South will improve the effectiveness of invested resources as evidenced by an increase of 2% in the number of students achieving at or above level 3 in the 2007 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider reconfiguration of existing resources or taking advantage of broader resource base, e.g. private foundations, volunteer networks.	Principal, EESAC	08/14/06	05/30/07	District Strategic Plan	\$0.00
Collaborate with the district in resource allocation.	Principal, EESAC	08/14/06	05/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, EESAC	07/1/06	06/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Budget Training

Evaluation

On the next State of Florida ROI index publication, Miami Douglas MacArthur Senior High School - South will show progress in the areas of truancy and FCAT test scores.

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

GOAL 11 STATEMENT:

To graduate students into a workforce or college ready track.

Needs Assessment

Graduation data for the 2005-2006 school years shows that only 48% of twelfth grade students graduated by May. Three additional students graduated in August bringing the graduation total to 61%. There is a need to:

1. Increase the overall number of students earning a high school diploma.
2. Increase the number of students graduating on time.

Measurable Objective

Given the emphasis on Plato Recovery Class, the overall graduation rate and students graduating on time will increase by 1% as evidenced by the 2007 Adequate Yearly Progress Report

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Personal Improvement Plan: Transition Curriculum for all twelfth grade students through classroom guidance. The lessons will address the areas of academics, personal/social issues, and career & post-secondary planning.	Principal, Student Services	08/14/06	05/31/07	Small Learning Communities	\$0.00
Divide potential graduates among counselors to provide more individual support and continuity to students (approximately 15 students per counselor & student remains with their assigned counselor)	Principal, Student Services	08/14/06	05/31/07	Small Learning Communities	\$0.00
Utilize Choices, software, to assist students in identifying career pathways and create portfolios on-line.	Principal, Student Services	08/14/06	05/31/07	Career Development Programs	\$0.00
Use of the PLATO Learning Lab to help students recover credits on-line.	Principal, Student Services, Plato Teacher	08/14/06	05/31/07	Continuous Improvement Model	\$0.00
Implementation of an eight credit block schedule, in order to assist students' who have credit deficiencies to recover with the extra two block periods added to this 2006-2007 school year schedule.	Principal	08/14/06	05/31/07	Small Learning Communities	\$0.00
Instruct, advise, and monitor students on local and state requirement for graduation.	Principal, Student Services	08/14/06	05/31/07	District Strategic Plan	\$0.00
Create small learning communities for 12th grade students. The small learning communities will consist of seven teachers, a counselor and a para-professional. The members will meet at least once a month.	Principal, Student Services, Teachers, Parents	8/14/06	05/31/07	District Strategic Plan	\$0.00
The use of Service Learning Projects to keep students engaged in school and increase community involvement.	Principal, All Teachers	08/14/06	05/31/07	Small Learning Communities	\$0.00
Monitor the attendance of potential graduates in order to reduce the number of unexcused absences.	Principal, Student Services	08/14/06	05/31/07	Continuous Improvement Model	\$0.00

Remediate students through Saturday School, homeroom tutoring, and a pull-out tutoring program.	Principal, Teachers	08/14/06	05/31/07	Continuous Improvement Model	\$14000.00
The Positive Behavior Support (PBS) committee will work with the administration to create strategies to address the behavioral issues of students. They will also provide incentives for students that display positive behavior.	Principal, PBS Committee, Student Services	08/14/06	05/31/07	Continuous Improvement Model	\$0.00
Utilization of Personal Improvement Plans for all students to strengthen student responsibility and efforts toward improving personal and academic goals for the 2006-2007 school year.	Principal, Student Services, All Teachers, Students, Parents	08/14/06	05/31/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Plato Recovery, FCAT Explorer, GED, Service Learning

Professional Development

Plato Recovery and FCAT Explorer

Evaluation

FCAT 2006 Results

PLATO Credit Recovery

Graduation Requirement Completion

Passing Grade of Academic Courses

Comparison of Percentage on Graduation Rate

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:

The EESAC recommends to use funds for student incentives such as: gift certificates to uniform store, Target Wal-Mart, AMC Movies etc., upgrading the seating area in the Media Center, purchasing AV equipment for the school and materials for FCAT. The EESAC will continue to discuss budgetary issues throughout the school year at their meetings.

Training:

The EESAC recommends professional development training in the areas needed to implement the School Improvement Plan strategies and the teachers needs to be able to grow professionally.

Instructional Materials:

The school is currently up to date with instructional materials. The EESAC recommends expenditures on a needs basis.

Technology:

The EESAC recommends to enhance the school's technology system.

Staffing:

After reviewing the positions allocated, MacArthur South is well staffed, although the Mathematics Coach position is open.

Student Support Services:

The ESSAC reviewed the implementation counseling request procedures to better service the students. MacArthur South is well equipped with student support services personnel.

Other Matters of Resource Allocation:

None at this time

Benchmarking:

The EESAC members serve on Professional Learning Teams (SSR funds) to analyze and discuss benchmarking data on a bi-weekly basis.

School Safety & Discipline:

The EESAC authorizes the Positive Behavior Support(PBS)Committee to evaluate the school's safety and discipline procedures. EESAC will make recommendations as needed in this area to PBS.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$1,700.00
Goal 7: Technology	\$6,000.00
Goal 8: Health & Physical Fitness	\$500.00
Goal 9: Electives & Special Areas	\$4,500.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$14,000.00
<hr/>	
Total:	\$26,700.00

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