
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7702 - South Dade Adult Education Center

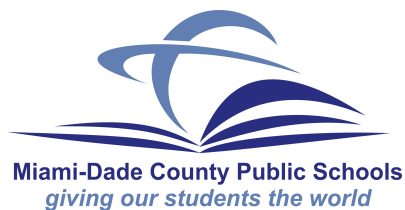
FeederPattern: Adult/Vocational Ed.

Region: Adult/Vocational

District: 13 - Miami-Dade

Principal: Doris Granberry

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

South Dade Adult Education Center

South Dade Adult Education Center is a unique center that provides a variety of vital educational programs and services to the South Dade Community. Students attending the High School Completion and Adult Basic Education (ABE) programs were unable to complete high school in the traditional format. A large number of foreign born residents attend the English for Speakers of Other Languages (ESOL) program to learn English. The third group of students includes vocational students learning job skills to enter the workforce. The newest group of students includes students with special needs who are in a shared time program learning vocational skill while still enrolled in their home schools. These students are all held to rigorous standards specified by the Sunshine State Standards; however, they are benchmarked using Literacy Completion Points (LCPs), and Occupational Completion Points (OCPs) rather than the standard K-12 measures. The School Improvement Plan targets these three high impact areas of Adult Basic Education, ESOL and Vocational education vital to our school and community.

Given instruction using The Sunshine State Standards, the number of LCPs earned by students enrolled in ABE classes will increase by five percent as evidenced by comparing the Workforce Development Information System (WDIS), Fall and Winter(F&W) Survey reports from the previous school year 2005-2006 to the 2006-2007 school year.

Given instruction using The Sunshine State Standards, the number of OCPs earned by students will increase by five percent as evidenced by comparing the WDIS 2005-2006 F&W with the WDIS 2006-2007 reports.

Given the need to be bilingual with the workforce, there will be a five percent increase in the number of membership hours for ESOL classes as measured by comparing the WDIS F&W Survey reports from the 2005-2006 school year to the WDIS F&W Survey report 2006-2007 school year.

The Organizational Performance Improvement Snapshot assessment reflects that two major areas of concern for SDAEC are the need to communicate more effectively with faculty and staff and the need to engage more faculty and staff in planning and shaping the direction of the school. During the 2005-2006 school year a leadership team composed of administrators and department heads began meeting monthly. There has been an increased effort to have open communication with all faculty and staff. Additional opportunities will be offered to encourage them to take a

pro-active role in planning and implementing SDAEC's efforts to ensure that best practices are being used in all 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.

South Dade Adult Education Center

VISION

South Dade Adult Education Center's vision is to be an integral part of the community which it serves. It is our intent to inspire as well as motivate all those individuals who seek educational growth through a committed faculty and staff. This commitment enriches the community it serves by providing quality educational programs and services for adult learners that promote a nurturing environment for positive self-esteem, creating rich, varied experiences in curricular learning that accommodates different learning styles, while instilling a sense of personal responsibility

MISSION

South Dade Adult Education Center is striving to guide and prepare adult learners academically, socially, and emotionally, to attain their highest academic/career goals for life-long success

CORE VALUES

COMMITMENT, EXCELLENCE, HONESTY, INTEGRITY, PROFESSIONALISM AND RESPECT

School Demographics

South Dade Adult Education Center (SDAEC) is located in the southernmost portion of Miami-Dade County. The student population is comprised of approximately 4600 students. These students are enrolled in High School Completion, Vocational Education, Adult Basic Education, General Education Development (GED), and English for Speakers of Other Languages (ESOL) classes. The school also offers several shared time vocational programs for Special Education students enrolled in local high schools. The communities of Homestead, Florida City, Leisure City and Naranja are served by the SDAEC and have a population composed of 47.3% Hispanic according to the 2000 Census. There is a significant Haitian population and a large number of undocumented farm workers not reflected by the census. The student population of SDAEC is composed of 58% Hispanic, 32% Black, 8% white non-Hispanic, and 2% other. The culturally diverse faculty and staff of SDAEC is comprised of 39% Hispanic, 33% Black, 23% White Non-Hispanic and 5% other. The school's main campus is located in downtown Homestead. The second campus is the South Dade Skills Center in Leisure City. The major satellite is at South Dade Senior High School where our evening High School Completion Program is housed. In addition to these facilities, classes are conducted at eighteen off campus locations which include: Job Corp, The Homeless Assistance Center Greater Miami Service Corp and several special needs programs such as R.T. Knight, Good Hope and nursing homes. The communities served by this school cover a large geographical expanse where many acres are dedicated to farming. In August of 1992 Hurricane Andrew decimated the entire area. After fifteen years the economy has not yet fully recovered; however, within the past two years major development has begun in the area which will drastically change the identity of the South Miami-Dade Area.

SDAEC has a long history and tradition of reaching out to the under served populations of the county. Classes have been established to meet the many different educational needs of the residents of our community. The school offers classes to a range of students, from those who lack literacy skills to those preparing for college or vocational skills training. We have a dedicated faculty who live in the community, and are truly committed to improving the quality of life of the residents of the Homestead, Florida City area. We have reached out to the community-based groups that serve many minority and special populations. The school cooperates fully with local government and civic organizations in our mutual goal to integrate all of the residents into a healthy prosperous community.

SDAEC's measurement of success is the achievement made by its students in meeting their educational and vocational goals. These goals are measured by the number of Literacy Completion Points (LCPs) in academic classes, Occupational Completion Points (OCPs) in vocational classes, as well as the earning a G.E.D or high school diploma. Other indicators of success include the student entering colleges, or other educational institution, and obtaining employment in a field related to their SDAEC training. Many of our students have continued in such programs as Licensed Practical Nurse (LPN), or entered Miami-Dade Community College. Some of our foreign students who were educated in their home country have learned English and have passed the Test of English as a Foreign Language (TOEFL) exam and continued with graduate work or other career goals. To meet the expectations of the local community, SDAEC has had to be extremely creative. This relatively small school has had a large impact on the local area economy. The school's faculty is composed of people who are all multi-talented and provide more than simply classroom instruction to students. The teachers help mold the lives of the students they touch through their varying skills and enthusiasm. South Dade Adult Education Center reaches out to the community through the efforts of a well rounded administrative staff and faculty. Fifty-one percent of the school's key staff hold master's degrees or higher. This group includes the principal, vice principal, three assistant principals, three counselors, a media specialist, a career specialist, special education coordinator and thirteen full time teachers. These teachers also have additional responsibilities such as department heads, student council advisor and test chairperson. The school also employs clerical support staff consisting of: one full time para-professional; nine full time and seven part time clerical; six custodial personnel; plus two full time and one part time security guards. Due to the large and varied needs approximately sixty-seven part time teachers are utilized to deliver the instructional programs.

There are three current challenges for SDAEC that have all been brought about by changes in the educational system and

community. These include the restructuring of the school and staff due to a merger, the educational changes and student dynamics brought about by FCAT, and the current rapid commercial and social redevelopment of the communities served by the school. South Dade Adult Education Center and South Dade Skills Center previously two separate schools were combined in 2001. That brought about a re-deployment of fiscal, physical and human resources, and a re-alignment of programs in an attempt to better serve the community. A number of long standing high tech programs with declining enrollment were abandoned in an effort to establish more short term vocational programs to get people into the workforce quickly. Adult Education generally experiences a delayed reaction to the effects of changes made in the K-12 system. SDAEC made an effort to be on the forefront in meeting and supporting education increased needs of students brought about by FCAT and No Child Left Behind (NCLB). The school worked with the local high schools, conducting special classes, restructuring the high school completion program to accommodate the need for summer school programs and adding tutoring initiatives. Now the students unable to achieve success are beginning to take advantage of our programs which demands more creative and inventive educational strategies if these young people are to be educationally successful. The third and probably most fluid development is the rapid growth of the area. Much of the traditionally agricultural land has been turned into moderately to high priced housing developments. The majority of housing ,including new housing, in the past has been geared to Section 8 or low income residents. This change will provide increased and different jobs categories and opportunities for existing residents. It will also attract more affluent residents who will have different needs from the typical resident of this area. The school now must step up to the challenge to prepare our population to take advantage of the opportunities provided by this growth. It will also be necessary to re-evaluate the needs of the community as the social and economic dynamics change.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot Assessment (OPISA) indicated that the faculty and staff indicated that they felt that the school did not ask them what they thought (score 4.3). South Dade Adult Education Center has developed leadership team composed of administrators and all department heads. This team represents all areas of school activities and concerns. This team is responsible for assessing the needs of the faculty and staff, the students and the community this school serves and then developing goals that reflect the schools role in meeting these needs. The leadership team will work diligently to obtain the input of all faculty staff and improve the flow of communications among all participants.

District Strategic Planning Alignment:

The Faculty and staff of SDAEC indicated that they were not involved in future planning or confident about the future (score 4.0). The school has implemented new programs of instruction as mandated by the State of Florida Department of Education and M-Dade County Public Schools. The leadership team is working with all stakeholders to insure SDAEC's role as an important institution supporting the role and goals of M-DCPS and the welfare of the local community.

Stakeholder Engagement:

The faculty and staff of SDAEC indicated that they were in touch with their stakeholders but would like more involvement in solving customer problems(score 4.0). The school and its leadership team again will attempt to engage more faculty and staff in decisions regarding class offerings, class times, and the implementation of new instructional methods programs to better serve the community.

Faculty & Staff:

Organizational Performance Improvement Snapshot Assessment indicates that the faculty and staff feel empowered to make changes what will improve their work. There is a spirit of cooperation and teamwork lead by supervisors who encourage skill development. There is a concern that faculty and staff do not feel recognized for their work (score 3.9). There is an ongoing effort to empower faculty and recognize them for accomplishments. Monthly awards have been instituted along with efforts to continually recognize accomplishments and activities of all stakeholders.

Data/Information/Knowledge Management:

The survey indicated that information concerning distribution of data was adequate for teachers to work with their students, however data about the school in general appears less readily available (score 4.1). Although Adult Education is data driven, data and information is not as highly sophisticated or readily available as in the traditional K-12 schools. The WDIS reports are generated by term, generally subject area or teacher but seldom look directly at individual student data. Periodic testing with the Test of Adult Basic Education(TABE), Comprehensive Adult

Student Assessment System (CASAS), and informal monitoring of student's progress is done with checklist. Information concerning enrollment, attendance, and student performance, are constantly being monitored. Adjustments are made as needed to insure that the student performance goals will be met.

Education Design:

SDAEC has been very progressive, this is in part, due to the commitment of the EESAC committee, administrators, faculty and staff. the School Improvement survey is predominated by scores of 4.0 or better reflecting the high degree of involvement in school functioning. SDAEC has been able to create and maintain high quality programs with the help of some very creative people.

Performance Results:

South Dade Adult Education Center has continued to provide relevant quality academic and vocational education to the residents of Southern M-Dade County. The staff survey indicates that staff receive necessary data about their work and students (score 4.2),; however, there is a slight trend to indicate that staff would benefit from more information about the total school performance (score 4.1). Performance is measured Additional support services, delivery of instruction Types of classes, programs, class times and outreach locations and constantly being monitored and modified as necessary to meet the needs of stakeholders.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

The number of Literacy Completion Points (LCPs) earned by Adult Basic Education (ABE) students will increase by five percent.

Needs Assessment

Students enrolling in Adult Education are placed in academic classes based on the results of the Test of Adult Basic Education (TABE). The majority of students enrolling in SDAEC lack basic literacy skills in reading, math, and language as evidenced by students scoring below the sixth grade level on the TABE. Currently there are about 480 students with reading scores ranging from 0 to 5.9 are enrolled in basic reading 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 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, the number of LCPs earned by students enrolled in ABE classes will increase by five percent as evidenced by comparing the Workforce Development Information System (WDIS), Fall and Winter(F&W) Survey reports from the previous school year 2005-2006 to the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of classroom hours each student utilizes computer assisted learning.	Principal Assistant Principal Department Heads teachers	8/14/2006	07/25/2007	Continuous Improvement Model	\$0.00
Provide training for teachers to Utilize and Prescribe interventions based on the diagnostics provided by TABE , Skills Tutor , Read On, Ace Reader and other available software to enhance student learning outcomes.	Assistant Principal Department Heads Lab Manager	9/11/2006	07/15/2007	Continuous Improvement Model	\$0.00
Implement additional learning lab hours both before and after regularly scheduled class times.	Principal Assistant Principals Department Heads Lab Manager	10/06/06	07/26/07	District Strategic Plan	\$9000.00
Utilize District/regional reading specialist to establish a reading assistance program	ABE Department Head	10/01/2006	07/20/2007	District Strategic Plan	\$0.00
Establish a school-wide time period for learning log/journaling.	Assistant Principal Department Heads Teachers	10/06/06	07/20/2007	District Strategic Plan	\$0.00
Post the objectives of teacher lesson plans on the board at the beginning of each class for the benefit of the students	Assistant Principals Teachers	10/06/2006	07/20/2007	District Strategic Plan	\$0.00
Increase collaboration among Department heads to develop professional learning communities by providing release time for part time instructional staff.	Assistant Principal Department Heads Teachers	10/06/2006	07/20/2007	Continuous Improvement Model	\$0.00
Provide CRISS Training and update for all faculty.	Principal Assistant Principal	11/07/2006	12/14/2006	Continuous Improvement Model	\$200.00

	Counselor				
Review and upgrade existing technology to enhance instructional outcomes.	Assistant Principal Department Heads Media Specialist	08/06/2006	07/20/2007	District Strategic Plan	\$35000.00

Research-Based Programs

Steck-Vaughn, Thompson Learning, Magraw Hill Publishing, and Pierson Education

Professional Development

Teachers will attend workshops and seminars in Adult Basic Education topics.

Teachers will attend workshops and conferences on literacy. SDAEC will provide additional training in areas of curriculum, classroom management and program completion as the need arise.

Teachers will be trained to utilize software and testing data to drive instruction.

Evaluation

Student daily progress will be evaluated by teacher made test, curriculum checklist and monitoring of student's work. Formal evaluation will be conducted at the end of each term with the TABE.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Needs Assessment

NCLB SUBGROUP TARGET

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

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

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.)

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Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Needs Assessment

NCLB SUBGROUP TARGET

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

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

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

GOAL 6 STATEMENT:

Needs Assessment

Measurable Objective

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		

Research-Based Programs

Professional Development

Evaluation

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

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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Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Students will increase the number of Occupational Completion Points (OCPs) earned by five percent.

Needs Assessment

There is a need for short-term training which provides people with required skills training that is in demand to be able to enter the workforce. This is evidenced by conversations with both prospective and current students who indicate they have limited resources and need to obtain skills to begin earning money quickly. Conversations with local businesses indicate a growing concern about the large number of students who lack skills to join the workforce.

Measurable Objective

Given instruction using The Sunshine State Standards, the number of OCPs earned by students will increase by five percent as evidenced by comparing the WDIS 2005-2006 F&W with the WDIS 2006-2007 reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and conduct a community needs assessment to identify additional short term programs	Leadership team	08/14/2006	07/20/2007	District Strategic Plan	\$0.00
Encourage the vocational teachers to continue with professional development in their field and provide the opportunity for them to attend trainings to keep them current in their specialty	Assistant Principals Department Heads	08/14/2006	07/20/2007	Continuous Improvement Model	\$0.00
Increase teacher and counselor monitoring of student progress to help remove barriers to success.	Vocational Teachers Counselors Assistant Principals	08/14/2006	07/20/2007	School-to-Career	\$0.00
Initiate additional recruitment efforts geared to existing vocational classes.	Leadership team	08/06/2006	07/20/2007	Community Partnerships	\$0.00
Coordinate outreach to local businesses, feeder schools and agencies to determine areas of need.	Assistant Principals Principal Counselors	08/14/2006	07/20/2007	Community Partnerships	\$0.00
Collaborate with district human resources department to identify and recruit qualified personnel for future vocational programs.	Principal Assistant Principal Counselors	08/14/2006	07/20/2007	Continuous Improvement Model	\$0.00
Maximize the use of our vocational training sites both on and off campus based incorporating the State of Florida Workforce Development curriculum frameworks.	Principal Assistant Principal Department Heads	08/14/2006	07/20/2007	Career Development Programs	\$0.00

Research-Based Programs

The State of Florida Workforce Development.

Professional Development

Teachers will attend workshops and training to increase skills related to the occupational area they are working in. In addition, teachers will attend workshops to improve teaching skills, student motivation, literacy, and student success rates.

Evaluation

Teachers will monitor students' progress by the use of the curriculum frameworks and checklist provided by the State of Florida Department of Education for each vocational area.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

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

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

GOAL 11 STATEMENT:

Needs Assessment

Measurable Objective

Action Steps

Research-Based Programs

Professional Development

Evaluation

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

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

GOAL 12 STATEMENT:

The number of student's enrolling in ESOL classes will increase by five percent

Needs Assessment

Due to the high number of students,aproximately 800 per term, registering who do not speak English, there is a need to provide ESOL classes to meet their needs

Measurable Objective

Given the need to be bilingual with the workforce, there will be a five percent increase in the number of membership hours for ESOL classes as measured by comparing the WDIS F&W Survey reports from the 2005-2006 school year to the WDIS F&W Survey report 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review and revise retention and recruitment strategies	Assistant Principals counselors teachers	08/14/2006	7/20/2007	District Strategic Plan	\$0.00
Increase collaboration with local agencies to identify additional potential LEP students in need of English language skills	Principal Assistant Principals Counselors	08/14/06	07/20/2007	Community Partnerships	\$0.00
Encourage all ESOL teachers to enroll in the adult ESOL instructional improvement project aligned with the ESOL levels aligned with the NRS levels	Assistant Principals Department Heads Teachers	08/14/06	07/20/07	Continuous Improvement Model	\$0.00
Involve students in activities to increase cultural literacy and motivation.	Assistant Principals Department Heads Counselors	08/14/2006	07/20/2007	District-wide literacy plan	\$500.00
Communicate with larger employers to establish ESOL/VESOL classes for special purposes.	Assistant Principals ESOL Deptment Head Counselors	08/14/06	07/20/2007	District-wide literacy plan	\$0.00
Utilize the resources of the Bilingual Education Program on a monthly basis.	Assistant Principal	08/14/06	07/20/07	District-wide literacy plan	\$0.00
Advertise the program in local media catering to Spanish, Haitian Creole, and other language minority groups	Assistant Principals	08/14/06	07/20/2007	Community Partnerships	\$3000.00
Provide in-service on ESOL/META strategies for all staff	Assistant Principals Department Heads	08/14/06	07/20/2007	Continuous Improvement Model	\$5000.00

Research-Based Programs

ED WORKS, Thomson & Heinle, and McGraw Hill

Professional Development

Selected staff will attend workshops on promoting and marketing educational programs and ESOL strategies such as: Instructional implications for CASAS Assessment, META Issues and Strategies LEP, ESOL/Special Education Compliance update, META Strategies for counselors, and additional workshops on ESOL Strategies

Evaluation

There will be continuous monitoring of enrollment, class attendance, and withdrawals. The WDIS F&W Survey reports from the 2005-2006 school year will be compared to the 2006-2007 school year data.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The EESAC committee of SDAEC is NOT FUNDED by the State. Members are kept abreast of traditional school finances and monitor a scholarship fund.

Training:

The EESAC committee monitors educational activities and suggest areas for professional development

Instructional Materials:

The EESAC monitors the use of education materials. Provide limited scholarship funds to help students purchase books.

Technology:

The EESAC promotes the use of technology in the learning environment by encouraging the principal to purchase additional hardware and software, and to for professional development in the use of technology in the classroom.

Staffing:

The EESAC monitors the staffing making suggestions or comments as appropriate

Student Support Services:

The EESAC encourages the student members to voice their opinions on issue involving their education and recommends action or review of policy as it pertains to student progress

Other Matters of Resource Allocation:

The State does not provide Adult Education with EESAC funds. They have a small scholarship fund created by donations to help needy students purchase books.

Benchmarking:

The EESAC monitors the earning of OCPs, LCPs and student enrollment.

School Safety & Discipline:

SDAEC provides a safe learning environment for students and staff.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$44,200.00
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	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
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	\$8,500.00
<hr/>	
Total:	\$52,700.00

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