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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 7791 - Booker T. Washington Senior High School

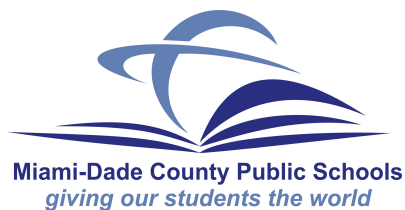
*FeederPattern:* Booker T. Washington Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Rosann Sidener

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Booker T. Washington Senior High School*

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Booker T. Washington High School will institute an instructional program with a strong focus on literacy from ninth to twelfth grade. The school will employ common instructional reading materials that are research based such as READ 180, READ XL and Reading Plus, as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including regularly administered teacher-designed benchmark assessments and District Interim assessments. These tools will be used to analyze student progress, and to tailor instruction to meet students' learning needs.

Data collected from Booker T. Washington High School indicate that as students transition from one level to another, academic achievement scores decrease. In response to this data, Booker T. Washington High School organized into three Schools-Within-a-School with interdisciplinary ninth grade teams. The school also implemented a freshman orientation course designed to immerse ninth grade students in developmentally appropriate activities designed to help them acquire the knowledge, skills, and abilities needed to promote effective, lifelong career development. The ninth grade teams and orientation course personalize the school environment and smooth the transition for students as they enter senior high school, a time when students often experience emotions such as anxiety or fear associated with leaving behind safe, familiar school environments as they embark on their high school career.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 50 percent or greater of the lowest 25 percent performing students on the 2005 FCAT Sunshine State Standards reading component will make adequate progress as determined by the 2007 Sunshine State Standards reading component scores.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, free and reduced lunch students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve

their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of free and reduced lunch students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficiency students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on Sunshine State Standards students in grade 10 will improve their writing skills as evidenced by 71 percent of the students achieving high standards of 3.5 or above on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, the percentage of students scoring at mastery level on the Science FCAT will increase as evidenced by thirty-five percent as documented by the 2007 FCAT Science Test.

Given school-wide focus on parental involvement, parent attendance will be promoted and supported as evidenced by an increase of three percentage points in the number of parents visiting the parent resource center and attending school-sponsored events during the 2006-2007 school year.

Given the need to reduce the number of incidents, the rate of incidents will decrease by five percent as indicated in the School Site Incentive Scorecard.

Given instruction using technology, students and staff will increase the use of technology by five percent as indicated by the utilization logs.

Given instruction based on the National Standards for Physical Education the number of students passing the 2006-2007 FITNESSGRAM will increase by five percent as compared to the 2005-2006 data.

Given the need to increase availability of elective and academy courses the amount of students enrolled will increase by five percent as compared to 2005-2006 school year.

Booker T. Washington Senior High School will improve its ranking on the State of Florida Return On Investment index publication from the 43rd percentile to 45th percentile on the next publication of the 2007 index.

For the Graduation Rate category to achieve adequate yearly progress the percentage of students graduating at Booker T. Washington Senior High School will increase to at least 37 percent in 2007.

Booker T. Washington High School, as a Title I and School Improvement Zone school, recognizes that effective instruction is the foundation for student achievement. During the 2005-2006 school year, the school restructured into three Schools Within a School, creating three smaller schools with five hundred students each (B school, T school and W school), each with an associated career academy focus. Site-based professional development will focus on effective implementation of the research-based programs as well as developing professional learning communities among the staff. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Booker T. Washington High School.

# 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.

## **Booker T. Washington Senior High School**

### VISION

We, the faculty and staff of Booker t. Washington Senior High School, are committed to maintaining a safe and comfortable school, where all students gain knowledge from each other and the adults who guide them. Students learn in different ways and succeed through active involvement. In our school, students' learning needs are the primary focus of all decisions. Teachers, administrators, parents, students, and the community share the responsibility for advancing our mission, promoting mutual respect, and enhancing student self-esteem to become confident, self-directed, lifelong learners.

### MISSION

The mission of Booker T. Washington Senior High School is to promote a safe community that champions high academic standards, self-realization and responsible citizenship for all students.

## CORE VALUES

### Honesty, Integrity, and Respect

We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

### Fairness and Kindness

We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

### Citizenship, Cooperation, and Responsibility

We honor and foster the diversity of our community by working collaboratively for the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

### Excellence

We pursue the highest standards in all we do.

## *School Demographics*

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Booker T. Washington Senior High School is a Title I school serving students in grades nine through twelve. Educational services are provided to students through a curriculum based on the Sunshine State Standards. Students select a Career Academy in the ninth grade and complete a program of study within their chosen career path. The Academies correspond to three schools-within-a-school; "B" School houses the Academy of Health, Social Justice and Early Childhood; "T" school is home to the Academy of Entrepreneurship and Finance; "W" school includes the Academy of Foreign Language and the Humanities. Every student is enrolled in an Academy.

The school serves 1546 students. Of this total, seventy-seven (77) percent receive free or reduced lunch. Fifty-one (51) percent of the student population is African American, and forty-nine (49) percent is Hispanic. Students who require additional assistance are offered tutoring after school and on Saturdays. Students who need to make-up credits or who wish to accelerate are offered Virtual School, credit recovery lab, and adult education classes.

Thirteen college-level Advanced Placement courses are offered. The school also offers both English as a Second Language and Bilingual Curriculum Content program which serves the Limited English Proficient student population. The school has a special education program, which includes gifted, learning disabled/varying exceptionalities, emotional mentally handicapped, emotional handicapped, trainable mentally handicapped and autistic students. Identified At-Risk students receive additional assistance through the Stay-in-School Program, which is a grant-funded dropout prevention program.

Booker T. Washington Senior High School employs 96 classroom teachers of which 31 have Masters Degrees, 13 have Specialist Degrees and five have Doctoral Degrees. These teachers are complemented by one principal, one vice principal, three assistant principals, one business manager, three guidance counselors, one TRUST counselor, one career specialist, one college assistance program advisor, one activities director, one athletic business manager, one test chairperson /mathematics resource teacher, one reading coach, one mathematics coach, one social worker, one educational technology specialist, three community involvement specialists, four exceptional education paraprofessionals, and one basic paraprofessional. All instructional staff is certified by the State of Florida, and the administrative staff closely monitors certification status and requirements. Student to teacher ratios are at state level requirements as evidenced by data reported on annual District and School Profile reports. Parents at Booker T. Washington Senior High were provided with school choice options via mailed correspondence in their native language. The school continues to utilize the Continuous Improvement Model for 2006-2007 school year.

# *School Foundation*

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## ***Leadership:***

The administration of Booker T. Washington Sr. involves all employees in the creating the vision and mission of the school, and uses shared values and beliefs to guide the school. The leadership team guides staff as they gather and analyze data which is used to set the direction for school goals. The school community works together to identify the areas that are most important for increasing student achievement as indicated on the Organizational Performance Improvement Snapshot assessment.

## ***District Strategic Planning Alignment:***

Booker T. Washington has clear goals and objectives that are communicated to all stakeholders. The Curriculum Council, EESAC and academic departments meet regularly to monitor and assess progress toward accomplishing our goals. The entire staff met as a whole and by departments on multiple occasions to provide input and write the goals, objectives and strategies of the School Improvement Plan.

## ***Stakeholder Engagement:***

The data from the staff assessment indicates that the Booker T. Washington faculty and staff overwhelmingly agreed on knowing who their most important stakeholders are and the importance of regular communication with all stakeholders.

## ***Faculty & Staff:***

Booker T. Washington is a small school that received the Smaller Learning Communities Grant and restructured into Schools Within a School, thus creating three smaller schools with five-hundred students each (B school, T school and W school). This configuration allows all stakeholders to feel a part of a team. There is time allocated to meet within the smaller learning communities to establish the needs of the community and ensure that the goals and objectives are being met. The smaller communities have created an environment of sharing, inclusion and value to each team member. Our emphasis is on personalizing the school environment and tailoring instruction to meet the needs of every student.

## ***Data/Information/Knowledge Management:***

Data is collected, analyzed and used to plan the instructional program on an ongoing basis. The continued implementation of the Continuous Improvement Model is evident through disaggregation of test data, development of an instructional timeline and focus calendar, the regular administration of assessments, use of tutorials to reteach non-mastered targeted areas, offering enrichment opportunities for mastery, reinforcement of learning through maintenance and continually monitoring progress. Data from the Organizational Performance Improvement Snapshot indicates that data needs to be the hub of instruction. As such, monthly meetings with staff are needed to review and analyze the results to determine where we are at and where we need to go. A goal needs to be set to ensure student achievement.

## ***Education Design:***



Booker T. Washington adheres to the District and School Improvement Zone's educational design. Additionally, the school is part of the first Miami-Dade cohort of schools implementing Secondary School Reform. Booker T. Washington Senior High School offers extended learning opportunities through an extended school day and school year, an eight-class schedule, tutoring and Saturday Academy. The Instructional Focus Calendar is developed and followed by the staff in the areas of Reading, Writing, Science and Mathematics. The Continuous Improvement Model is used to guide the school's improvement initiatives.

***Performance Results:***

Through the school improvement planning process the staff focused on areas that will directly impact student achievement. The areas of concentration were student attendance/tardies and behavior. It is a consensus that regular attendance, on-time arrival to school and appropriate behavior are prerequisites for student achievement.

# *Additional Requirements*

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

The implementation of the School Improvement Zone has served to attract highly qualified teachers, all whom are certified in the subject area they are currently teaching. We have attracted new teachers who are energetic, motivated and eager to help the students of Booker T. Washington learn. Additionally, we have retained teachers who have a wealth of experiences along with a genuine interest in improving academic achievement at Booker T. Washington Senior High School.

## **• Highly Qualified, Certified Administrators:**

Dr. Rosann Sidener, Principal

Dr. Sidener earned a Bachelor of Arts and a Master of Music Education from the University of Miami. She continued her studies at Teachers College, Columbia University, earning an M.S. in Educational Leadership and an Ed. D. in Educational Administration. During her seventeen-year tenure as a teacher at the middle and high school levels, Dr. Sidener produced Florida's finest music performing ensembles, gained state and national recognition for the quality of her students' work and earned the Music Demonstration School Award from the Florida Department of Education. As an administrator, Dr. Sidener was instrumental in improving the school grade at all three schools where she served as an assistant principal. She was recognized as the Florida Assistant Principal of the Year 2000 by the National Association of Secondary School Principals, as Florida's Outstanding Middle School Assistant Principal of the Year 2001 by the Florida Commissioner of Education and as the Region II Assistant Principal of the Year by Miami-Dade County Public Schools. This is her 29th year as an educator in the Miami-Dade County Public Schools and her twelfth year as a school site administrator. She is certified in Educational Leadership, Music Grades K-12 and School Principal.

Susana Mauri, Vice Principal

Ms. Susana Mauri was assigned to Booker T. Washington Senior High School (BTW) in the role of Vice Principal in July, 2006. Ms. Mauri is currently working with the staff developing Professional Learning Teams to promote collaboration and collegiality for the success of all students at BTW. Her endeavors are to promote a sense of belonging to the staff and students. Ms. Mauri's areas of responsibilities include curriculum, professional development, data collection and accreditation. Furthermore, she will be monitoring the students' progress as well as the teachers' lessons to ensure the quality of instruction in all content and special areas. The goal for BTW is to increase in the performance of our students in the 2007 administration of the Florida Comprehensive Assessment Test. Ms. Mauri is currently a doctoral student at Nova Southeastern University and is studying the effects of Student teacher Progression as it relates to student achievement, where her dissertation is in the final stages of the IRB review board.

Prior to Booker T. Washington Senior High, Ms. Mauri was assigned at Miami Edison Middle School in 2002. She served there for four years. She started her career as a sixth grade assistant principal. Miami Edison Middle School implemented the Student Teacher Progression (STP) model: teacher, students, counselors, and administrators move together for three years. STP has demonstrated that suspensions and incidents have decreased significantly. Attendance has improved to an average of 92.74 percent. We have ranked 24 of 52 middle schools in the District. Students that have progressed with Ms. Mauri have demonstrated academic gains in reading and mathematics as evidenced through the Florida Comprehensive Assessment Test (FCAT). During the 2004-2005 school year, Ms. Mauri became the District Runner Up Secondary Administrator of the Year for Exceptional Student Education.

Ms. Mauri was a language arts, creative writing and journalism teacher at Howard Doolin Middle School from 1997-2002. While

there, Ms. Mauri was very involved in school activities to promote student achievement. Ms. Mauri created the first website for the school, participated on the curriculum mapping team for the language arts department, and conducted Saturday School to reinforce FCAT benchmarks. Finally, in preparation for administrative assignment, Ms. Mauri volunteered two summers as an intern assistant principal.

**Richard Williams, Assistant Principal**

Dr. Richard Williams was assigned to Booker T. Washington Senior High School as an Assistant Principal in July, 2005. Dr. Williams is currently the administrator responsible for supervision of the "W School" at Booker T. Washington Senior High School.

In this capacity, his job responsibilities include direct supervision of 42 faculty and staff members along with approximately 510 students. In this capacity, Dr. Williams is also responsible for the School Within a School responsibilities (SWIS) such as data analysis for student achievement, monitoring faculty professional development plans, utilizing the Professional Assessment and Comprehensive Evaluation System (PACES) to evaluate teachers, monitoring the teaching and learning process, facilitating SWIS in-service activities along with school wide supervisory responsibilities of the Math, Science and ESOL/Foreign Language departments.

Further, Dr. Williams supervises the Athletic Department, serves as the school's transportation administrator and the Media Center and Planetarium operations.

Dr. Williams received his Bachelor's Degree in Business Administration from Florida A&M University. He holds his Masters Degree in Mathematics Education from Nova Southeastern University. He earned his Doctoral Degree in Organization Leadership with a concentration in Higher Educational Administration from Nova Southeastern University. His dissertation was an evaluative study of hiring practices of Black male faculty in colleges and universities.

Prior to his assignment to Booker T. Washington Senior High School, Dr. Williams previously served as an Assistant Principal at Ponce De Leon Middle Community School and Miami Central Senior High School.

Previously to that, Dr. Williams taught Mathematics at Miami Norland Senior High School, Highland Oaks Middle School and Miami Northwestern Senior High School. During his 14 year tenure as a teacher, he served as a Mathematics Department Chairman, Advanced Placement Statistics instructor, SACS Leadership Team co-chair, USI Instructional Improvement Team member and a Middle School Team Leader.

Dr. Williams also served as a coach for various teams at Miami Norland Senior High School and Miami Northwestern Senior High School. As the head baseball coach at Miami Northwestern Senior High School, he was named the Florida Athletic Coaches Association District Coach of the Year in 1995. He was instrumental in many of his athletes obtaining college scholarships and 6 of his players were drafted directly from high school into Major League Baseball.

**Lana Vecino, Assistant Principal**

Ms Lana Vecino was assigned to Booker T. Washington Senior High School (BTW) as an Assistant Principal in January, 2006. Ms Vecino is currently the administrator responsible for supervision of the "B School" at BTW. The school divides teachers and students into smaller learning communities called School Within a School (SWIS). Her job responsibilities include supervision of 30 faculty and staff members including approximately 510 students. Ms. Vecino is also responsible for student attendance, data analysis, PACES observations, teacher in-service, monitoring of teacher-student learning process, teacher grade analysis, textbooks, instructional materials and other duties within the SWIS responsibilities. Additionally, Ms. Vecino supervises the Fine Arts, Physical Education, Social Studies, Special Education, and Vocational departments as well as activities.

Ms. Vecino received her Bachelor's degree in dance education at Florida International University. She holds her Master's degree in Educational Leadership from Nova Southeastern University. Ms. Vecino is currently a doctoral student at Nova Southeastern University. Her area of study is alternative methods to reduce the suspension rate at her school.

Prior to her assignment to Booker T. Washington Senior High School, she was an assistant principal for the ninth grade at Miami Edison Senior High School. While there, Ms. Vecino worked in correlation with Horace Mann Middle School to assist in the transition from middle to senior high for the students. Ms. Vecino began her career as assistant principal at American Senior High.

Prior to her assignment at American Senior High, she was a ESE FCAT Reading teacher, Department Chair, and Teacher on Special Assignment working with another teacher implementing the Kaplan FCAT program through the tenth grade classes, which was instrumental in moving the school grade from a D to a C. Ms. Vecino began her career in education as a Dance teacher at Miami Springs Senior High School. She started the dance program there and built her teams to compete in local and state competitions. Ms. Vecino demonstrates a love for the arts and motivating students to find themselves and work towards making the best of themselves.

Miguel Flores, Assistant Principal

Miguel A. Flores Ed. S. is presently assigned as Assistant Principal at Booker T. Washington Senior High School (BTW). Booker T. Washington Senior High has been selected to participate in the secondary school reform initiative; which emphasizes small learning communities. Through this initiative, the school developed small learning communities to personalize the education of students within large school. The school is divided into three smaller communities; each community has been label by the acronym of the school B. T. or W.

Mr. Flores is in charge of the T school. He is responsible for a total of 33 teachers, 13 security guards and a student body of approximately 500. Mr. Flores works with outside agencies to aid the school financially to implement the school uniform policy and incentives. He also arranges the scheduling and facilitating of all health care that is provided to our student body. Prior to his assignment as assistant principal, Mr. Flores was an administrative assistant at B.T.W., overseeing student attendance, school uniforms and student discipline.

Prior to his arrival at Booker T. Washington, Mr. Flores worked at Miami Senior High School for five years. At Miami High, Mr. Flores worked in all facets of the Exceptional Educational department. Mr. Flores also taught regular education Social Studies and Psychology. As an alumnus of the school, he went beyond what was required of a teacher: he coached three different sports, volunteered as a sponsor of Students Against Destructive Decisions (SADD) and mentored students involved in Take Stock In Children at Miami Dade Community College.

Mr. Flores earned his Bachelor of Science degree at Florida International University. He later attended Barry University and completed the Master of Science in Exceptional Student Education. After receiving his graduate degree, he pursued a specialist degree in Educational Leadership to begin his career in administration.

### **• Teacher Mentoring:**

Booker T. Washington Senior High School adheres to and expands upon the District's Professional Assessment and Comprehensive Evaluation System (PACES) policies and procedures.

A teacher leader serves as the coordinator for the BTW Beginning Teacher Program. Every beginning teacher is assigned a veteran mentor teacher who serves as a member of his or her Professional Growth Team. The principal provides a luncheon

during the preplanning days for the beginning teachers and mentors to meet. Monthly sharing sessions follow on the first Monday of each month. Release time is provided for the mentor and mentee to observe each other in the classroom. Additionally, the teacher-leader coordinator visits the beginning teachers regularly to assist them in implementing the school's focus calendar and to conduct demonstration lessons. New teachers are also scheduled to attend the District orientation program to introduce the programs and procedures of Miami-Dade County Public Schools. As expressed in PACES, annual contract and veteran teachers who have not received satisfactory evaluations are also assigned a Professional Growth Team.

### **• School Advisory Council:**

The Educational Excellence School Advisory Council at Booker T. Washington Senior High School fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. At the monthly meetings, the EESAC reviews data and monitors progress towards reaching the goals of the School Improvement Plan. The budget is also reviewed and plans are made to adjust strategies in the SIP based on the data. The recommendations follow the procedures outlined in the Continuous Improvement Model (CIM). Additionally, the EESAC committee involves community leaders in the School Improvement Process and provides resources that supplement and improve the school's budget, training, instructional materials, technology, school safety, discipline and enrichment activities.

### **• Extended Learning Opportunities**

Extended learning opportunities include a school wide initiative of extended school day and extended school year. All students who have not mastered the FCAT are utilizing Reading Plus, READ 180 and/or READ XL to increase reading fluency, reinforce the tested benchmarks and instill lifelong reading. All students participate in school wide mini-assessments that are used for data collection and to help plan for instructional activities. Additional activities include: pull-out tutorials, peer tutorials, after school tutorials, Saturday school, summer school and Thirteenth Year Program. Students who have mastered the required state benchmarks are afforded the opportunity to take enrichment courses as electives such as: SAT/ACT Preparation, Latin American History, African American History, Psychology, Humanities, and various other vocational program courses.

### **• School Wide Improvement Model**

The Continuous Improvement Model (FCIM) is used at Booker T. Washington Senior High School. It is a data-driven, results-oriented school reform that successfully implements data-driven instruction. The Curriculum Council meets bi-weekly to review, discuss and create plans to improve classroom instruction. Components of the plans include Curriculum Maps, regular formative assessments and Instructional Focus Calendars.

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

### ***GOAL 1 STATEMENT:***

Increase reading performance of all students.

### ***Needs Assessment***

An assessment of data reveals that 89 percent of grade 9 and 10 students are reading below grade level. However, their performance reveals the following:

9th Grade

- 1 point deficiency in comparison to the District in Words and Phrases, Comparisons and Reference/Research.
- 3 points deficiency in Main Idea and Purpose
- There was an additional one point deficiency in comparison to the State within Words and Phrases and Comparisons, 2 points in Reference/Research and 3 points difference in Main Idea/Purpose.

10th Grade

- 1 point deficiency in comparison to the District in Words and Phrases
- 2 point deficiency in comparison to the District in Main Idea/Purpose, Comparisons, and Reference/Research.
- The data revealed the same breakdown stated above in the content clusters in comparison to the State.

According to the Adequate Yearly Progress Report the following data was obtained:

Blacks

- 7 percent scored at or above grade level in reading

Hispanics

- 13 percent scored at or above grade level in reading Economically Disadvantaged
- 11 percent scored at or above grade level in reading Students with Disabilities
- 8 percent scored at or above grade level in reading

Lowest 25 %

- 49 percent of students made learning gains in Reading

There is a need for additional practice in analyzing data and implementing a data-driven curriculum; and the need to monitor and implement the school-wide reading program and instructional focus calendar activities.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 51 percent scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 50 percent or greater of the lowest 25 percent performing students on the 2005 FCAT Sunshine State Standards reading component will make adequate progress as determined by the 2007 Sunshine State Standards reading component scores.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, free and reduced lunch students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities students will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students in grades 11 and 12 that have not passed FCAT and schedule them into an intensive reading class with the appropriate comprehensive core reading curriculum (CCRC), supplementary reading program (SRP), and assessments.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Assistant Principal for Curriculum</li> <li>•Guidance Counselors</li> </ul>	8/7/2006	5/25/2007	District-wide literacy plan	\$0.00
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program through the Reading Coaches and Curriculum Support Specialists from the School Improvement Zone.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•District Personnel</li> <li>•Reading Coaches</li> </ul>	8/7/2006	5/25/2007	Continuous Improvement Model	\$0.00



Increase enrollment in Advanced Placement Language Arts classes and coordinate in-school tutorial efforts to assist students in achieving a score of 3 or higher.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> </ul>	4/1/06	5/19/07	District Strategic Plan	\$0.00
Administer MAZE quarterly to all students scoring at level 1 or level 2 and Diagnostic Assessment of Reading when needed.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Teachers</li> <li>•Reading Coaches</li> <li>•Language Arts Teachers</li> </ul>	8/7/2006	6/19/07	Continuous Improvement Model	\$0.00
Administer assessments aligned to the Sunshine State Standards tested benchmarks on a three-week and quarterly schedule using the Edusoft data management system to score assessments and generate disaggregated data reports which will be used to redirect classroom instruction and to place students in flexible tutorial groups.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Teachers</li> <li>•Reading Coaches</li> <li>•Language Arts Teachers</li> </ul>	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Identify students in grades 9 and 10 who scored at FCAT levels 1 and 2 (including ESE and LEP) and schedule them into an intensive reading class with the appropriate comprehensive core reading curriculum (CCRP), Read 180, Read XL supplementary reading program (SRP), and assessments.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> </ul>	8/7/2006	5/25/2007	District-wide literacy plan	\$0.00
Form professional learning teams and offer training to promote collaboration to improve teaching practice for the success of all students.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Selected teachers</li> </ul>	8/7/2006	5/25/2007	Small Learning Communities	\$9400.00
Foster a school-wide interest in reading through the use of promotional and motivational events.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coach</li> <li>•Teachers</li> <li>•Media Specialists</li> <li>•TV production staff</li> </ul>	8/7/2006	5/25/2007	District-wide literacy plan	\$1500.00
Provide opportunities for tutoring and increased access to reading resources beyond school hours.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Media Specialist</li> </ul>	8/7/2006	5/25/2007	Continuous Improvement Model	\$9500.00
Implement a school-wide scope and sequence, develop curriculum maps and reading instructional focus calendar which includes selected CRIS strategies.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Reading Teachers</li> <li>•Language Arts Teachers</li> <li>•Media Specialist</li> </ul>	8/7/2006	5/25/2007	Continuous Improvement Model	\$0.00
Establish a school-wide sustained silent reading program (Stop Drop and Read) which will provide all students with novels to read during the school-wide reading block.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coach</li> <li>•Department Chairs</li> <li>•Teachers</li> </ul>	8/7/2006	5/25/2007	District-wide literacy plan	\$13000.00

Students will respond to their reading in a journal.					
Use the scheduled school-wide reading block for direct instruction in and application/practice of the benchmarks tested on the FCAT Reading exam during which time all students will receive consumable books and materials in order to improve their abilities to read and succeed on the FCAT exam.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coach</li> <li>•Department Chairs</li> <li>•Teachers</li> </ul>	8/7/2006	5/25/2007	District-wide literacy plan	\$18000.00

## Research-Based Programs

Programs: McDougal-Littell Language of Literature, Scholastic READ 180 (textbook and software), Scholastic READ XL, Academy of Reading (software), ESOL: Visions-Thompson/Heinle, and Reading Plus.

## Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include Building Professional Learning Teams, the core reading program, intervention programs, and assessments used at the senior high school level as follows: McDougal-Littell Language of Literature, READ 180, READ XL, Reading Plus, Oral Reading Fluency. Provide professional development that will enable school-site administrators to support the school-wide literacy plan. Provide professional development on the Continuous Improvement Model. Provide professional development on the Transition Academy for ninth grade teachers. The School Improvement Zone Curriculum Support Specialists and school-site Reading Coaches will provide on-going professional development to teachers in grades nine through twelve in the implementation of best practices in differentiated instruction. Training shall occur during departmental planning time. Provide professional development to instructional staff in the areas of Data Analysis, Linking Data to Instruction, Use and Implementation of READ 180, Use of online programs such as FCAT Explorer, Test Tools, and Dadeschools.net Portal, Utilization of Focus Calendar, Content Area Reading Instruction, Curriculum Mapping, CRISS (CReating Independence through Student-owned Strategies), and Edusoft Software.

## Evaluation

Regularly (tri-weekly) administered teacher-designed benchmark formative assessments and District Interim Assessments. The progress monitoring will also include the READ 180 assessments and 2007 FCAT Reading Test Results • Monitoring of Accelerated Reader • and MAZE Testing.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

Increase mathematics performance of all students.

### ***Needs Assessment***

An assessment of the data reveals that 61 percent of students in grade 9 and 10 have not met high standards in mathematics as measured by the FCAT Mathematics Test. Results of the 2006 FCAT Mathematics Test indicate that 39 percent of students in grades nine not are meeting state standard in mathematics. Cluster data reveal the following:

#### 9th Grade

- 1 point deficiency in comparison to the District in Number Sense, Geometry, Algebraic Thinking and Data Analysis
- 2 points deficiency in comparison to the District in Measurement
- The data revealed a 1 point deficiency in all content clusters in comparison to the State.

#### 10th Grade

- 1 point deficiency in comparison to the District in Measurement, Geometry, and Algebraic Thinking
- 2 points deficiency in comparison to the District in Number Sense and Data Analysis
- The data revealed a 2 point deficiency in all content clusters in comparison to the State.

According to the Adequate Yearly Progress Report the following data was obtained:

#### Blacks

- 26 percent scored at or above grade level in mathematics

Hispanics

- 41 percent scored at or above grade level in mathematics

Economically Disadvantaged

- 34 percent scored at or above grade level in mathematics

Limited English Proficiency

- 31 percent scored at or above grade level in mathematics

Students with Disabilities

- 11 percent scored at or above grade level in mathematics

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of tested students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of free and reduced lunch students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficiency students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Students with Disabilities students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Show an increase in the use of varying teaching strategies that will include CRISS, technology and group centered activities.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Math Coach</li> <li>•Math Teachers</li> </ul>	8/7/2006	5/25/2007	Continuous Improvement Model	\$0.00
Schedule all level 1 and level 2 (scores less than 290) in grades 9-10 into Intensive Math classes.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Assistant Principal for Curriculum</li> <li>•Mathematics Coach</li> <li>•Guidance Counselors</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Infuse the Algebra I and Geometry Cognitive Tutor program along with the Tests Tools and FCAT Workshop software in the Intensive Math and Algebra I classes to enhance the students' problem solving skills and reading skills. This will also provide technological support for student mastery of algebraic and geometric concepts.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Math coach</li> <li>•Intensive math teachers</li> <li>•Algebra I teachers</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$5000.00
Coordinate pull out tutoring from electives	<ul style="list-style-type: none"> <li>•Administrators</li> </ul>	8/7/2006	5/25/2007	District Strategic	\$4500.00

classes to provide support to “bubble” students and “lowest 25%” students.	<ul style="list-style-type: none"> <li>•Math coach</li> <li>•Elective teachers</li> </ul>			Plan	
Coordinate Saturday Academy and after school tutorials to reteach skills for students needing additional assistance based on teacher observation and benchmark performance results of regularly administered formative assessments.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Assistant Principal for Curriculum</li> <li>•Mathematics Coach</li> </ul>	9/1/2006	5/25/2007	District Strategic Plan	\$9500.00
Develop curriculum maps to provide guidance and alignment across the subject areas with adjustment made through the instructional focus calendar from data collected on formative assessments. Teachers in grades 9 – 12 will consistently focus on the strands of measurement and geometry and instruct the remaining strands of number sense, algebraic thinking, and data analysis according to the timeline identified in the instructional focus calendar.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Mathematics Coach</li> <li>•Mathematics Teachers</li> </ul>	8/7/2006	5/25/2007	Continuous Improvement Model	\$0.00
Administer tri-weekly assessments and District Interim Assessments aligned to the SSS and use data to guide instruction.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Assistant Principal for Curriculum</li> <li>•Mathematics Coach</li> <li>•Mathematics Teachers</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Implement an “FCAT Problem of the Day” in Algebra I and Geometry classes to insure that all the benchmarks will be reviewed.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Math coach</li> <li>•Math teachers</li> </ul>	8/7/2006	5/25/2007	Academic Teams	\$0.00
Form professional learning teams and offer training to promote collaboration to improve teaching practice for the success of all students.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Selected teachers</li> </ul>	8/7/2006	5/25/2007	Small Learning Communities	\$7500.00

## Research-Based Programs

Core: McDougal-Littell Textbook, Prentice Hall Textbook series/Supplemental: Carnegie Learning Cognitive Tutor Algebra I and Geometry.

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day and common planning time. Trainings will include the core mathematics program, intervention programs, and assessments used at the high school level as follows: Continuous Improvement Model, Effective Planning and Instruction for the Two-Hour Block, Using Manipulatives and Graphing Calculators in the classroom, Edusoft Software, Common Planning Period (Communication and Exchange of Ideas), Textbook Software and the Carnegie Learning Cognitive Tutor software.

## **Evaluation**

Regularly administered teacher-designed formative benchmark assessments, District Interim Assessments and school-developed quarterly benchmark assessments will be administered. FORMAL: 2007 FCAT Mathematics Test results and teacher grades INFORMAL: Leadership Team feedback and Cognitive Tutor Reports.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Increase writing performance of all students.

### **Needs Assessment**

Results of the 2006 FCAT Writing Plus Test indicate that 70 percent of students in grade ten are meeting state standard in writing. Expository writing scores indicate that students need continued practice in models of expository writing in all content areas and opportunities to practice the writing skills encompassed in the elements of focus, support, organization, and conventions. Attention is needed to assist students to develop the use of descriptive vocabulary and voice.

According to the Adequate Yearly Progress Report the following data was obtained:

Blacks

- 81 percent improved performance in writing by 1 percent

Hispanics

- 79 percent improved performance in writing by 1 percent

Economically Disadvantaged

- 81 percent improved performance in writing by 1 percent

Limited English Proficiency

- 52 percent improved performance in writing by 1 percent

Students with Disabilities

- 58 percent improved performance in writing by 1 percent



NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on Sunshine State Standards students in grade 10 will improve their writing skills as evidenced by 71 percent of the students achieving high standards of 3.5 or above on the 2007 administration of the FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize 6+1 Write Traits process in order to increase students' ability to write highly proficient essays in Advanced Academic courses.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Language Arts Teachers</li> <li>•Writing Coach</li> </ul>	8/7/2006	5/25/2007	District-wide literacy plan	\$0.00
Provide coaching and mentoring prompts, interpretation of the 6 point scoring rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Language Arts Teachers</li> <li>•Writing Coach</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Establish/Implement School-wide writing workshops for all 10th grade students in order to teach/practice the skills required by the FCAT Writes Rubrics.	<ul style="list-style-type: none"> <li>•Writing Coaches</li> <li>•Language Arts Teachers</li> <li>•Reading Coach</li> </ul>	8/1/2006	5/25/2007	District-wide literacy plan	\$0.00
Develop and implement a school-wide instructional calendar with focus on the Writing Sunshine State Standards	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Writing Coaches</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Utilize the Department of Education's CD ROM to train students and teachers in appropriate criteria and rubric scoring.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Language Arts Teachers</li> <li>•Writing Coach</li> </ul>	8/7/2006	5/25/2007	District-wide literacy plan	\$250.00
Analyze data from the District's Pretest expository /persuasive writing prompts to establish differentiated instruction groups.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Language Arts Teachers</li> <li>•Writing Coach</li> </ul>	8/7/2006	5/25/2007	Continuous Improvement Model	\$0.00
Incorporate Writing Across the Curriculum, including strategies specific to each subgroup.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Writing Coach</li> <li>•Language Arts</li> <li>•Social studies</li> <li>•Health/Driver's Ed</li> <li>•Science</li> <li>•Math</li> <li>•Electives</li> <li>•Foreign Language</li> </ul>	8/7/2006	5/25/2007	Continuous Improvement Model	\$0.00

Form professional learning teams and offer training to promote collaboration to improve teaching practice for the success of all students.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Selected teachers</li> </ul>	8/7/2006	5/25/2007	Small Learning Communities	\$7500.00
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## **Research-Based Programs**

McDougal Littell Literature series, Write Traits, and CRISS.

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day and common planning periods. Trainings will include the core writing program, intervention programs, and assessments used at the senior high school level as follows: Pre-AP Vertical Teaming, Rubric Scoring, Write Traits, CRISS Strategies, Learning Express, FCAT Writing Strategies, and Focus Continuous Improvement Model. School-site writing resource personnel will train all teachers and staff members on holistic scoring and strategies to improve students' writing skills.

## **Evaluation**

Evaluation will be based on teacher-created prompts to monitor students' progress, 2007 FCAT Writing Plus Test results, School-wide monthly writing assessments, Learning Express, Holistic scoring using the rubric, and writing portfolios.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Increase science performance of all students.

### ***Needs Assessment***

Results of the 2006 FCAT Science Test indicate that 10 percent of students in grade eleven have met state standard in science. As such, 90 percent of the students are not proficient in the following areas:

- 1 point deficiency in comparison to the District in Physical Science, Earth Science, Scientific Thinking clusters and
- 2 points in Life and Environmental cluster.
- There was an additional one point deficiency in comparison to the State within each cluster.

According to the 2007 FCAT Science Test

- 10 percent of students in 11th grade scored at Level 3

Students need practice collecting, measuring, organizing, interpreting, and synthesizing data.

## Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of students scoring at mastery level on the Science FCAT will increase as evidenced by thirty-five percent as documented by the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize class logs to assist with CRISS Reading strategies, data collection, and extended written student response activities.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Science Dept. Chair</li> <li>•Science Teachers</li> </ul>	8/7/2006	5/25/2007	Continuous Improvement Model	\$0.00
Engage students in a daily FCAT Science Practice problem at the start of class (Just Do It).	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Science Department Chair</li> <li>• Science Teachers</li> </ul>	8/7/2006	5/25/2007	Continuous Improvement Model	\$0.00
Form professional learning teams and offer training to promote collaboration to improve teaching practice for the success of all students.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Selected teachers</li> </ul>	8/7/2006	5/25/2007	Small Learning Communities	\$9500.00
Classroom teachers will complete laboratory logs to demonstrate completion of common laboratory activities.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Science Dept. Chair</li> <li>•Science Teachers</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Establish a lab research course under the direction of a science teacher leader. Student lab assistants and their teacher will serve as leaders to assist teachers to prepare and conduct labs and facilitate hands-on inquiry coaching of science teachers.	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Science Department Chair</li> <li>• Science Teachers</li> </ul>	8/7/2006	5/25/2007	Small Learning Communities	\$25312.00
Pupils will complete laboratory reports that involve application and synthesis of data. Students will derive conclusions from data they collect using traditional methods as well as digital science probeware.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Science Dept. Chair</li> <li>•Science Teachers</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$9811.00
Implement a Pacing Guide utilizing a cooperative planning benchmark Calendar designed by the District and the School that is aligned to the Sunshine State Standards and the Competency Based Curriculum.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Science Dept. Chair</li> <li>•Science Teachers</li> </ul>	8/7/2006	5/25/2007	Continuous Improvement Model	\$0.00
Administer School Improvement Zone Quarterly Interim assessments with Edusoft analysis in order to identify strength and weaknesses of students in grade 11.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Science Dept. Chair</li> <li>•Science Teachers</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

Riverdeep Software  
McGraw Hill

## **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day and during common planning periods. Trainings will include the core science program, Writing Across the Curriculum, intervention programs, and assessments used at the high school level. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation. Professional development will be provided to instructional staff on FCAT strategies for Science and Mathematics, CRISS, Focus Continuous Improvement Model (District provided) Common Planning (Communication and Lesson Sharing) and Focus Continuous Improvement Model Evaluation.

Performance in the science objective will be measured by the 2006 administration of the FCAT Science test. Quarterly assessments will provide formative assessments which will be used to monitor progress towards the objective.

## **Evaluation**

Performance in the science objective will be measured by the 2007 administration of the FCAT Science test. School Improvement Zone quarterly school-designed assessments will provide formative assessments which will be used to monitor progress towards the objective.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

Increase parental involvement.

### ***Needs Assessment***

Data from the Parent Resource Center as well as academically related events (e.g. open house, EESAC, and parent workshops) suggest that parental involvement at Booker T. Washington Senior High School at has been low. In an effort to reduce this trend, the following needs have been identified: The need for improved communication between the school and home. The need for increased parental involvement designed to assist parents in promoting literacy at home (i.e. family literacy nights). There is a need to continue existing student recognition efforts to promote positive parental involvement.

## Measurable Objective

Given school-wide focus on parental involvement, parent attendance will be promoted and supported as evidenced by an increase of three percentage points in the number of parents visiting the parent resource center and attending school-sponsored events during the 2006-2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Connect ED to inform parents of important news concerning school and community relations.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Community Involvement Specialist</li> <li>•Department Chairs</li> <li>•Counselors</li> <li>•Teachers</li> </ul>	8/7/2006	5/25/2007	Community Partnerships	\$0.00
Increase the number of opportunities for parents to participate in school activities through Schools-Within-Schools (i.e. student recognition programs).	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Social Worker</li> <li>•Guidance Counselors</li> <li>•Community Involvement Specialists</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Continue the use of the on-line parent viewer through Pinnacle grade book program.	<ul style="list-style-type: none"> <li>•Computer Tech</li> <li>•Administrators</li> <li>•Teachers</li> <li>•Social Worker</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Support Parent Academy initiatives by informing parents of services and events, hosting events and utilizing parent academy website.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Teachers</li> <li>•Guidance Counselors</li> <li>•Community Involvement Specialists</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Provide an accessible parent/family information and resource center to support parents and families with training, resources and other services.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Social Worker</li> <li>•Guidance Counselors</li> <li>•Community Involvement Specialists</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Review parent information and update periodically to maintain accurate school records through Connect Ed and Community Involvement Specialist.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Teachers</li> <li>•Guidance Counselors</li> <li>•Social Worker</li> <li>•Community Involvement Specialist</li> </ul>	8/7/2006	5/25/2007	Community Partnerships	\$0.00
Increase the volume of school/parent communication during the 2006-2007 school year, as compared to 2005-2006 teacher logs as evidenced by guidance department logs,	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Teachers</li> <li>•Guidance Counselors</li> <li>•Community Involvement</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$5000.00



parent resource center logs, direct mailing, call outs and parental attendance at school events.	Specialists •Social Worker	
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## **Research-Based Programs**

National Parent-Teacher School Association (PTSA) Standards and Passport to Success

## **Professional Development**

Parents and teachers will actively collaborate, participate and review the following: Educational Excellence School Advisory Council (EESAC), Open House, Parent Teacher Student Association (PTSA) and Passport to Success Training.

## **Evaluation**

This objective will be evaluated by compiling evidence of collection of signature logs, Connect Ed, parent attendance rosters based on EESAC attendance, Teacher Logs, PTSA Meetings, Parent Academy Events, CIS Logs, School Climate Survey and Gradebook Inquires.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 6 STATEMENT:***

Ensure a safe learning environment at the school.

### ***Needs Assessment***

According to the School Site Incentive Scorecard, data reveals that in 2005-2006, there were 1,416 indoor suspensions as well as 1,460 outdoor suspensions. To impact discipline and safety we need to continue to focus on decreasing the amount of suspensions by 953 indoor and 975 outdoor total suspensions resulting from negative student behavior as indicated in the School Site Incentive Scorecard. The need is for peer mediation, alternatives to suspension and increased parental contact by teachers.

## Measurable Objective

Given the need to reduce the number of incidents, the rate of incidents will decrease by five percent as indicated in the School Site Incentive Scorecard.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to use Connect Ed to inform parents regarding school policy issues.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Teachers</li> <li>•Guidance Counselors</li> <li>•Social Worker</li> <li>•Community Involvement Specialist</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Increase home visits and contacts with parents prior to initiating the suspension process.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Teachers</li> <li>•Community Involvement Specialist</li> <li>•SCSI Coordinator</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Create a peer mediation program to increase student awareness and involvement in school site discipline and safety.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> <li>•TRUST Counselor</li> <li>•Community Involvement Specialists</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Implement a Transition Academy with ninth grade students using Classroom Inc. and Tools for Success	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> <li>•Teachers</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Implement an Alternative to Suspension Saturday Academy, whereby students can attend Saturday School to participate in remediation and avoid or reduce suspension.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Community Involvement Specialists</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$3600.00
Establish student Honor Court to promote leadership and student involvement to adhere to the Student Code of Conduct. These students will be actively involved in improving safety and student discipline while increasing active civic participation in school life.	<ul style="list-style-type: none"> <li>• EESAC Chairperson</li> <li>• Student Government Sponsor and student leaders</li> <li>• Administration</li> </ul>	8/7/2006	5/25/2007	Small Learning Communities	\$5878.00

## **Research-Based Programs**

Drug Free Schools, Character Education, Project Proud (Peacefully Resolving Our Unsettled Differences)

## **Professional Development**

Drug Free Schools, Student Character Education, and  
Peer Mediation Training

## **Evaluation**

The reduction of the number of suspensions as evidenced by School Site Incentive Scorecard.

## GOAL 7: TECHNOLOGY

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 7 STATEMENT:**

Increase the familiarity and use of technology.

**Needs Assessment**

Increase the use of technology among the teachers and students as well as increase the usage of parent viewer for parents on the Excelsior gradebook. The need is for greater usage of computer labs, smart boards and by all staff and students.

## Measurable Objective

Given instruction using technology, students and staff will increase the use of technology by five percent as indicated by the utilization logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase resources for staff technical support in remediation software to assist with student achievement.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Media Specialist</li> <li>•Computer Tech</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Increase the amount of available research based computer programs for teacher and student usage.	<ul style="list-style-type: none"> <li>•Administrators</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Require the use of technology in classroom learning activities to support student created projects and assessments.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Teachers</li> <li>•Media Specialist</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Implement the use of Smart Boards to enhance the quality of instruction and student learning as well as increase the amount of media equipment available for use in classroom.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Reading Coaches</li> <li>•Mathematics Coach</li> <li>•Teachers</li> <li>•Media Specialist</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$36000.00

### Research-Based Programs

Reading Plus  
 Cognitive Tutor  
 READ 180  
 National Education Technology Standards (NETS)

### Professional Development

Reading Plus  
 READ 180  
 Cognitive Tutor  
 Accelerated Reader  
 Smart Board Training

## **Evaluation**

Progress will be met by monitoring Computer and A/V Tech logs, and reports generated by Accelerated Reader, READ 180, and Cognitive Tutor. Evaluate growth in student participation in the use of technology as evidenced by indicators built into the Reading Plus, READ 180, and other educational software.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

Provide students at Booker T. Washington Senior High School with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

### ***Needs Assessment***

An assessment of data reveals that of the 23 percent of the students tested in 2005-2006 school year, 20 percent were award winners. The winners were as follows: 114 students received Gold awards and 351 received Silver.



## Measurable Objective

Given instruction based on the National Standards for Physical Education the number of students passing the 2006-2007 FITNESSGRAM will increase by five percent as compared to the 2005-2006 data.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage all students in fitness agility program in order to pass physical fitness test.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Physical Education Department</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Collaborate with the University of Miami School of Medicine to develop the Overtown Diet; low-fat, high fiber versions of recipes traditionally prepared by families in Overtown and Little Havana.	<ul style="list-style-type: none"> <li>* EESAC Chairperson</li> <li>* Twister Cafe Teacher Leaders</li> <li>* Administration</li> </ul>	8/7/2006	5/27/2007	Community Partnerships	\$800.00
Administer a pre-test to determine baseline measures on the FITNESSGRAM.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Physical Education Department</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
To assist in the reading and writing across the curriculum initiative, the health and physical fitness classes will participate in Stop, Drop, and Read, as well as adhere to the focus calendar established for reading, mathematics, and writing.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Physical Education Teachers</li> </ul>	8/7/2006	5/25/2007	District-wide literacy plan	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

FITNESSGRAM Training

## Evaluation

Results of the administration of the 2006-2007 FITNESSGRAM.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

#### *Florida Education Priorities*

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

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

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

### ***GOAL 9 STATEMENT:***

Increase amount of students enrolled in elective and academy courses.

### ***Needs Assessment***

According to the 2005-2006 Master Schedule of courses offered there were a total of 32 percent of students enrolled in more than one elective and/or academy course. This indicates a need to increase the number of students enrolled in elective and academy courses for the 2006-2007 school year.

## Measurable Objective

Given the need to increase availability of elective and academy courses the amount of students enrolled will increase by five percent as compared to 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Purchase supplemental texts, periodicals, and maps to support the increased enrollment in foreign language, vocational and arts electives.	<ul style="list-style-type: none"> <li>•Vice Principal</li> <li>•Academy Leaders</li> <li>•Department Chairpersons</li> </ul>	5/1/2006	9/30/2006	District Strategic Plan	\$24923.00
Increase course offerings and enrollment of elective and academy classes.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Principal</li> <li>•Assistant Principal for Curriculum</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Increase student involvement in community based activities.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Academy Leaders</li> <li>•Vocational Teachers</li> </ul>	8/7/2006	5/25/2007	School-to-Career	\$0.00
Implement the use of the school wide broadcast and Connect Ed to promote awareness to health and medical issues.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Academy Leaders</li> <li>•Vocational Teachers</li> </ul>	8/7/2006	5/25/2007	School-to-Career	\$0.00
Visit targeted middle schools to inform students of elective and academy options to promote increased classroom enrollment.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Academy Leaders</li> <li>•Vocational Teachers</li> <li>•Guidance Counselors</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Increase the amount of student internships through elective and academy classes.	<ul style="list-style-type: none"> <li>•EESAC</li> <li>•Administrators</li> <li>•Academy Leaders</li> <li>•Vocational Teachers</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Establish an Air Force JROTC program.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Academy Leaders</li> <li>•Vocational Teachers</li> <li>•JROTC instructors</li> </ul>	8/7/2006	5/25/2007	School-to-Career	\$0.00
Present a fair for parents to showcase elective and academy programs.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Academy Leaders</li> <li>•Vocational Teachers</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Classroom Inc.  
Tools for Success

## **Professional Development**

National Academy Foundation (NAF) Training

### **Evaluation**

Evaluation will be based on the number of students enrolled in elective and academy courses during the 2006-2007 school year.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 10 STATEMENT:***

Booker T. Washington Senior High School will rank at or above the 90th percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2006, Booker T. Washington Senior High School ranked at the 43rd percentile on the State of Florida Return On Investment index.

## Measurable Objective

Booker T. Washington Senior High School will improve its ranking on the State of Florida Return On Investment index publication from the 43rd percentile to 45th percentile on the next publication of the 2007 index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	•Principal •EESAC	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	•Principal •EESAC	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	•Principal •EESAC	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Consider shared use of facilities partnering with community agencies.	•Principal •EESAC	8/7/2006	5/25/2007	District Strategic Plan	\$0.00

## Research-Based Programs

N/A

## Professional Development

N/A

## Evaluation

The evaluation will be based on the 2006-2007 Florida ROI index.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 11 STATEMENT:***

Increase the percentage of all students graduating.

### ***Needs Assessment***

Based on 2005-2006 NCLB data Booker T. Washington Senior High School did not meet adequate yearly progress for graduation proficiency. Our current graduation rate of 36 percent needs to increase by one percent on the 2006-2007 data to make adequate yearly progress.

#### Graduation Rate

- 42 percent of Blacks increased by 1 percent
- 25 percent of Hispanics increased by 1 percent
- 36 percent of Economically Disadvantaged increased by 1 percent
- 14 percent of Limited English Proficiency increased by 1 percent
- 18 percent of Students with Disabilities increased by 1 percent

## Measurable Objective

For the Graduation Rate category to achieve adequate yearly progress the percentage of students graduating at Booker T. Washington Senior High School will increase to at least 37 percent in 2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue Transition Academy Course for ninth grade students to provide developmentally appropriate activities based on acquiring knowledge, skills, and abilities to effectively manage lifelong career development.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> </ul>	8/7/2006	5/25/2007	Transition and Articulation Programs	\$0.00
Conduct conferences with parents and students to address their need, concerns and information needed for graduation.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> <li>•Homeroom Teacher</li> </ul>	8/7/2006	5/25/2007	Transition and Articulation Programs	\$0.00
Establish Credit Recovery Lab which will allow the students to make up missing credits in their home school.	<ul style="list-style-type: none"> <li>•Administrators</li> </ul>	8/7/2006	5/25/2007	Continuous Improvement Model	\$0.00
Identify retained students in grades 9, 10, and 11. Enroll these students in Credit Recovery Lab to ensure the graduation requirements are met.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> <li>•Homeroom Teacher</li> </ul>	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Inform both parents and students on available programs (e.g. Virtual School, Adult Ed., Credit Recovery Lab, etc.)	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> </ul>	8/7/2006	5/25/2007	Transition and Articulation Programs	\$0.00
Establish ninth grade interdisciplinary teams in the B, T and W schools. Provide common planning time and professional development for teams to become Professional Learning Teams.	<ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• Principal</li> <li>• B,T and W administrators</li> <li>• Student Services Staff</li> </ul>	8/7/2006	5/27/2007	Small Learning Communities	\$0.00
Develop Student/Career Services team will develop learner outcomes using standards and benchmarks from the Standards-Based Student Career Development Program that will address students at-risk for dropping out of school.	<ul style="list-style-type: none"> <li>•Administrators</li> <li>•Guidance Counselors</li> </ul>	8/7/2006	5/25/2007	Transition and Articulation Programs	\$0.00



## **Research-Based Programs**

N/A

## **Professional Development**

Provide teachers with planning time to develop student development teams for at risk students. Provide school-to career trainings to school-site staff. Provide teachers with planning time to develop mentorship programs and career fairs. Provide teachers with training for the implementation of Tools for Success and Classroom Inc.

## **Evaluation**

Percentage of 12th grade students receiving high school diplomas will increase from 36 to 37 percent in 2007 and Parent Conference Logs

## *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:***

In accordance with Article XXVI of the UTD/M-DCPS Contract, the EESAC at Booker T. Washington Senior High School assists in the preparation of the school's annual budget by developing recommendations for the expenditure of school budgeted funds that are in support of the goals in the School Improvement Plan.

### ***Training:***

The EESAC receives an update on the school's current budget monthly and the principal teaches the EESAC how to read and interpret the budget. Additionally, the EESAC Chair along with the Curriculum Council received training in writing the School Improvement Plan.

### ***Instructional Materials:***

The EESAC recommends the continued use of the instructional materials currently being used at Booker T. Washington Senior High that are all research-based and are being implemented throughout the district at schools with similar demographics and achievement needs.

### ***Technology:***

The EESAC reviewed current technology in place and suggest that we continue to utilize all available resources, including media center resources. Additionally, continue to infuse technology in all content areas, including the use of Smart Boards for classroom instruction.

### ***Staffing:***

The EESAC recommended that we continue to use current hiring practices for faculty and staff. They applauded the requirements of the zone and our school of having hiring only highly-qualified (in-field) teachers and that we continue this practice in the future.

***Student Support Services:***

The EESAC suggested forming a Student Honor Court to develop student leadership and provide a venue for students to have input into school disciplinary policies. The EESAC also supports the continuation of small groups and individual counseling by the Guidance Department. Furthermore, they encouraged the continued use of the CAP Advisor, TRUST Specialist, Career Specialist and Community Involvement Specialist to provide student support services.

***Other Matters of Resource Allocation:***

The EESAC has agreed to provide funding for the recognition of students' academic achievement. This will provide funding for award purposes.

***Benchmarking:***

The EESAC will be kept abreast of student progress and be provided with data from ongoing assessments periodically throughout the school year.

***School Safety & Discipline:***

The EESAC was provided with current safety and discipline information and recommended the creation of a Student Honor Court to involve students in maintaining a safe school and to develop leadership and ownership among the student body.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$51,400.00
Goal 2: Mathematics	\$26,500.00
Goal 3: Writing	\$7,750.00
Goal 4: Science	\$44,623.00
Goal 5: Parental Involvement	\$5,000.00
Goal 6: Discipline & Safety	\$9,478.00
Goal 7: Technology	\$36,000.00
Goal 8: Health & Physical Fitness	\$800.00
Goal 9: Electives & Special Areas	\$24,923.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
<b>Total:</b>	<b>\$206,474.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*