
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 8017 - Education Alternative Outreach Program

FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Miguel Torres

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Education Alternative Outreach Program

The Educational Alternative Outreach Program work location 8017 and 8014 consists of various types of alternative education societal intervention programs that offer an inclusive social service component, as well as, appropriate educational services. In addition to the educational component, students receive support services in accordance to the specific situational crisis occurrence. Since the ultimate goal of these programs is to transition students back to the traditional classroom, consistent linkage between the social service entity and the educational facilitators is essential. Conflict resolution, anger management, and other social skills modification are integrated into the overall curriculum.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the White subgroup students in grades three through ten will improve their reading comprehension skills by achieving level three or above on the 2007 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the African American subgroup students in grades three through ten will improve their reading comprehension skills by achieving level three or above on the 2007 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Hispanic subgroup students in grades three through ten will improve their reading comprehension skills by achieving level three or above on the 2007 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Asian subgroup students in grades three through ten will improve their reading comprehension skills by achieving level three or above on the 2007 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Native American subgroup students in grades three through ten will improve their reading comprehension skills by achieving level three or above on the 2007 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Economically Disadvantaged subgroup students in grades three through ten will improve their reading comprehension skills by achieving level three or above on the 2007 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Limited English Proficient (LEP) subgroup students in grades three through ten will improve their reading comprehension skills by achieving level three or above on the 2007 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Students with Disabilities (SWD) subgroup students in grades three through ten will improve their reading comprehension skills by achieving level three or above on the 2007 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, Level I and II students in grades three through ten will improve their reading comprehension skills by achieving level three or above on the 2007 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the students scoring in the lowest 25% in grades three through ten will improve their reading comprehension skills by achieving level three or above on the 2007 administration of the FCAT Reading test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the White subgroup students in grades three through ten will improve their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the African American subgroup students in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Hispanic subgroup students in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Asian subgroup students in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Limited English Proficient (LEP) subgroup students in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Students with Disabilities (SWD) subgroup in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Native American subgroup in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the students scoring in the lowest 25% subgroup in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 44% of the students in grades four, eight and ten will improve their writing skills as evidenced by scoring a 3.5 or above on the 2007 administration of the FCAT writing test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 25 % of the students in grades five, eight and eleventh will improve their science skills as evidenced on the 2007 administration of the FCAT Science test.

The Educational Alternative Outreach Program will increase parental involvement by 15%.

The Educational Alternative Outreach Program will reduce the number of outdoor suspensions each quarter in relationship to the number of suspension last year (by 10%) for students attending/assigned to the Educational Alternative Outreach Program.

Given instruction with infused technology, students in all grades, identified with needed areas of improvement, will increase by 10% computer and technology usage in reading, math, science and writing.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 10% of students in grades, kindergarten through twelve will improve their physical fitness ability and health habits as evidenced by academic grade improvement and physical education participation.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards in art, students in grades kindergarten through twelve will improve their artistic expression and participation as evidenced by improved academic grades in art.

The Educational Alternative Outreach Program will improve the cost effectiveness for the 2006-2007 school year. The SMART objectives (Specific, Measurable, Attainable, Realistic and Timebound) format as outlined by the Florida Department of Education will be utilized to achieve school-wide instructional program cost effectiveness.

Contracted Agency Compliance Monitoring Report score ratings will increase by 10% for each contracted agency. Continued efforts will be made to increase the overall DJJ quality assurance score by 10% and the ultimate aspiration of achieving either an outstanding or deemed status for each Department of Juvenile Justice (DJJ) site will be the Educational Alternative Outreach Program's 2006-2007 focus.

According to the M-DCPS, Educational Alternative Outreach Program, Organizational Performance Improvement Snapshot (OPIS) Summary, two categories for needed school improvement are:

- My work location removes things that get in the way of progress,
- I know how well my work location is doing financially.

Every effort will be made during the 2006-2007 school year to provide financial information to all school personnel. Additionally, during faculty and Educational Excellence School Advisory Council (EESAC) meetings, staff members will be given appropriate opportunities to initiate personal progress as it pertains to student achievement.

Faculty and staff will be asked to participate in team building activities that will identify areas of needed progress

development. Identified areas will then be analyzed by administrative staff for corrective action. Individual Professional Development Plans will reflect strategies to overcome progress inhibitors.

The Miami-Dade County Public Schools, Educational Alternative Outreach Program has developed a school improvement plan that coincides with M-DCPS Continuous Improvement Model (CIM). The CIM model along with data analysis of assessments utilizing the FCAT and EDUSOFT will improve and incorporate the specific requirements as designated within the Florida Department of Education's reading initiative, Just Read, Florida.

Faculty assigned to alternative at-risk programs, Adult Incarceration facilities, and the Department of Juvenile Justice programs have achieved the state challenge of meeting the federal and Florida's Juvenile Justice Educational Enhancement Program's (JJEPP) definition of "highly qualified".

Since most residential Educational Alternative Outreach Programs, DJJ facilities are limited in student enrollment, instructors provide multiple areas of academic instruction.

Staff from the Educational Alternative Outreach office have initiated efforts to establish a professional development foundation for the possibility of all teachers receiving appropriate reading certification/endorsement. This cohort for Educational Alternative Outreach Program (EAOP) instructors provides Saturday in-services with an incentive stipend for participants.

In addition, the Educational Alternative Outreach Program has implemented a Literacy and Reading component as a priority quality assurance indicator. The expected outcome of this project is to provide remedial instruction to students with identified deficiencies in reading. Students will receive specific and appropriate instruction aimed at increasing their reading proficiency during content area instruction. Significant efforts to implement this quality reading instruction during content areas will include compliance with upcoming certification requirements.

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.

Education Alternative Outreach Program

VISION

The Educational Alternative Outreach Program will strive to provide educational opportunities and alternative academic options to all neglected, delinquent and academic intervention students.

MISSION

The Educational Alternative Outreach Program makes every effort to serve all dropout prevention and academic intervention students. Student academic success accepts no excuses. Excuses provide no justice to students. Educational staff members refuse to accept that a student is too disadvantaged, neglected, abused or abandoned to learn. Academic support services and expanded opportunities with innovative programming allow students to meet all anticipated high expectations.

CORE VALUES

Staff members of The Educational Alternative Outreach Program hold the following belief as the motivation for all educational endeavors undertaken by the program: We are dedicated to quality, scope, educational equity and value of service, to assist students who are accustomed to failure into believing that they can and will succeed. We believe that we should create, for all who are involved, a place of realized potential; and we believe that our responsibility is to our students, parents, community and the society that we serve.

School Demographics

Miami-Dade County Public Schools, Educational Alternative Outreach Program offers an alternative educational program that serves at-risk students who are outside of the mainstream school program. Students who attend the Education Alternative Educational Program require school adjustment and educational intervention services in an alternative setting. These services are required due to: homelessness, drug/alcohol abuse, and/or adjudication/incarceration or delinquency by the court system

There are several types of societal intervention and alternative education service delivery models. These types include, but are not limited to:

- 64% :Second or last-chance/Alternative schools for disruptive students, and teenage parents.

Student assignment to the Educational Alternative Outreach Program / Second Chance Sites is based primarily on the student's prior lack of achievement while enrolled within an M-DCPS district alternative program. The educational and behavior modification component at these contracted Second Chance Sites is designed for students who engage in violent and/or disruptive behavior in the classroom, maintain active gang and gang-related membership, fail to comply academically; and would ultimately benefit from instruction offered in a different manner. These students are provided with a variety of options that can lead to graduation.

Virtual/Computerized Instructional Sites- Ombudsman Program

1% : Day Treatment Psychiatric Care Facilities (hospital affiliated),

1% : Non-Residential Wrap-Around Day Treatment Facilities For Children In Therapeutic Foster Homes,

14% :Residential Service Providers for:

3% : Psychiatric Care,

1% : Drug and Alcohol Abuse,

3% : Unaccompanied Minors Entering the U.S.,

2% : Physical and/or Sexual Abused Children,

2% : Runaway,

2% : Neglected (Dependent Children in Crisis within the

Custody of the Florida Department of Children and Families).

Statistical gender and ethnic demographic information for students enrolled within

(work location 8017) non-DJJ (Department of Juvenile Justice) sites are as follows:

63 % Male, 37% female, 5% White, 50 % Black, 41% Hispanic, 1.5% Asian, .05% Native American and 2% Multi-Racial.

76.6% of the students receive free (70.8%) or reduced (5.8%) lunch.

In addition, the Educational Alternative Outreach Program provides educational and related services to at-risk, delinquent students within Department of Juvenile Justice (DJJ) facilities. The Department of Juvenile Justice programs, within the Educational Alternative Outreach Program, consist of 2 types/levels of DJJ facilities. Each program is determined by risk level and crimes committed by the student, these program types include the following:

- Juvenile Justice Day Treatment Programs - Day Treatment Programs are non-residential programs operated by or under a contractual agreement with the Florida Department of Juvenile Justice (DJJ). The programs include prevention, intensive probation, and conditional release.
- Juvenile Residential Commitment Programs - According to state law, commitment programs are grouped into four custody classifications based on their populations and the student's assessed risk to public safety. These classifications are Low-Risk Residential, Moderate-Risk Residential, High-Risk Residential and Maximum-Risk. Students are adjudicated via the Department

of Juvenile Justice and temporarily reside (6 to 9 months) within these programs. Level of risk is determined by crime committed and recidivism rate of crime by student. The Educational Alternative Outreach Program provides educational and related services in accordance to federal, state and local district rules and regulations within state DJJ defined Restrictiveness Levels for Juvenile Residential and Correctional Facilities.

Statistical gender and ethnic demographic information for students enrolled within (work location 8014) DJJ (Department of Juvenile Justice) sites are as follows:

82.6 % Male, 17.4% female, 14% White, 63.4 % Black and 21.3% Hispanic.

96% of the students receive free (92%) or reduced (4%) lunch.

School Foundation

Leadership:

Miguel Torres - #097546

Title : Principal

Degrees/Certification(s): Masters Of Science, Nova Southeastern University
Educational Leadership, Graduated June, 1996. Bachelor Of Arts, Heidelberg College,
History, Graduated May, 1987.

PROFESSIONAL

EXPERIENCE:

2006 – Present PRINCIPAL

Miami-Dade County Public Schools, Miami, Florida

Educational Alternative Outreach Program

1996 – 2006 ASSISTANT PRINCIPAL

Miami-Dade County Public Schools, Miami, Florida

South Miami Senior High School

Duties include Teacher Observations, Supervision of Custodial Staff, Coordination of Maintenance Staff, Principal's Designee and Supervision of ESE, ESOL and Elective Departments

1993-1996 ADMINISTRATIVE ASSISTANT

Miami-Dade County Public Schools, Miami, Florida

American Senior High School

Duties included Student Discipline for grades 9 and 10, Indoor/Outdoor Suspensions, Student Expulsions, and Teacher Observations

1989-1993 TEACHER

Miami-Dade County Public Schools, Miami, Florida

American Senior High School

Subjects taught: World History, American History, American Government and Economics. Additional Duties included Assistant Football Coach, Assistant Wrestling Coach

1988-1989 TEACHER

Miami-Dade County Public Schools, Miami, Florida

Homestead Senior High School

Subjects taught: Physical Education, Personal Fitness, and Physical Science. Additional Duties included Assistant Football Coach, Assistant Wrestling Coach and Assistant Girls Track and Field Coach

Awards and commendations

- 1997-1998 ESE Mainstream Administrator of the Year Finalist
- 1988-1989 District 16-4A Football Champions

Mr. Mitchell Kinzer - #097546

Degrees/Certification(s): B.A. and M.A. Secondary Social Studies Education, Certified in Secondary Social Studies Education and Administration and Supervision K -12.

Title - Assistant Principal

Mr. Kinzer has been an educator in Miami-Dade County Public Schools for 28 years.

He began his career as a classroom teacher at several middle schools before becoming a Teacher on Special Assignment/Educational Specialist directing the Court Observer Program.

Leaving the classroom to be an administrator afforded Mr. Kinzer the opportunity to work in very unique divisions such as: Community Participation and Alternative Education. In 1998, he was given the responsibility of opening a new concept school – 500 Role Models Academy of Excellence (originally Gladeview Academy). Mr. Kinzer initiated a school-wide discipline/incentive rewards program to modify and reward positive student behavior.

Through this behavior modification plan, students were able to become successful and to enhance their self esteem. The programs uniform policy became a model for other alternative education programs within the district. Another significant factor to increase positive behavior and student achievement was the totally structured program This allowed an extended school day which enabled instructors the ability to “double dip” students to accelerate their learning and allowed students the ability to recapture lost credits and give the student the opportunity to graduate with their class. Mr. Kinzer presently is an assistant principal for the Educational Alternative Outreach Program.

Mary Pineiro- #185368

Title - Assistant Principal and DJJ Contract Manager

Degrees/Certification(s): - B.S. Special Education (Grades K-12), M.S. T.E.S.O.L. (Grades K-12), Certification in Educational Leadership (All Levels), Certified as a DJJ Quality Assurance Reviewer for the State of Florida.

Ms. Pineiro began her career in Dade County Public School at Dunbar Elementary in 1990 as a Paraprofessional. During her year at Dunbar she fell in love with the Education profession and decided to get her degree in Special Education. While Attending Florida International University (FIU), she worked as a Paraprofessional at The Learning Experience, which is a private school for the Mentally and Physically Handicapped. After she finished her Bachelor's in 1994 at FIU, she immediately got hired at an M-DCPS school, G. Holmes Braddock Senior High School where she worked as a VE teacher for 10 years. During that time, she continued her education at FIU and received a Master's in ESOL, and Certification in Educational Leadership. Within 8 months after graduating she was hired as an Assistant Principal in 2004 at Educational Alternative Outreach Program where she is currently assigned.

During the 2004-2005 school year, Ms. Pineiro became a certified DJJ Quality Assurance Reviewer for the State of Florida, since part of her job description requires her to review DJJ facilities in meeting the Florida Department of Education oversight provider Juvenile Justice Education Enhancement Program (JJEPP) quality assurance standards.

Dr. Barbara Union - Van Leer: # 109685

Title - Assistant Principal

Degrees/Certification(s):

1992-1995 Doctor of Education, Educational Leadership; Nova University, Ft. Lauderdale, Florida; 1989-1989 Graduate Certificate, Writing Workshop; University of Miami, Miami, Florida; 1988-1988 Graduate Certificate, Children at Risk; University of Miami, Miami, Florida; 1984 -1986 Master of Science, Computer Education; Barry University, Miami, Florida; 1983-1985 Graduate Certificate, Urban Education; Florida International University, Miami, Florida; 1980-1981 Bachelor of Science, Elementary Education and Exceptional Student Education; Nova University, Ft. Lauderdale, Florida; 1975-1976 Associate of Arts in Education, Associate of Science in Special Education, Career Associate in Special Education (C.A.S.E.); Santa Fe Community College, Gainesville, Florida; 1969-1971 Optometric Technology; Miami Dade Community College, Miami, Florida.

Dr. Barbara Union -Van Leer, Ed.D. Assistant Principal for curriculum. She has completed the ETP Program and is now eligible to become a Principal. Dr. Vanleer has worked with the alternative education and exceptional student population since 1976. Her classroom experience included but was not limited to students identified as EMH, EH, SED and hearing impaired as well as students identified as at risk.

Dr. Van Leer has taught at the elementary, middle school and high school level.

Dr. Van Leer worked with the Educational Alternative Outreach Program as an ESE teacher, ESE department chair, curriculum department chair and as an administrative assistant. She left the EAOP to become the assistant principal at Miami Beach Senior High and four years later the assistant principal for the ESE Outreach Program. In 2004 Dr. Van Leer returned to the EAOP as an assistant principal. She is also a Nova University and Barry University adjunct professor and has developed several courses.

Dr. Barbara Van Leer has a doctorate degree in Educational Leadership, Masters Degree in Computer Education and Bachelor degrees in Elementary and Exceptional Education. She also has several certificates and/or endorsements

that include ESOL, Urban Education, Writing, and Children at Risk.

District Strategic Planning Alignment:

During the 2006-2007 school year every effort will be made by the Educational Alternative Outreach Program's administrative/instruction/school support staff to convey the overall educational vision and mission of assisting all at-risk students. Student achievement (academic and social) will continue to be the primary focus of instruction and additional social services.

Progressive monitoring of disseminated assessment information will be provided through a program-wide internet, e-mail system and The Educational Alternative Outreach website.

Stakeholder Engagement:

Each of the following procedural steps will be taken by assigned staff members of the Educational Alternative Outreach Program. The educational and support team will utilize this transition process for determining student progress:

- Student achievement levels are assessed,
- Entry assessments (i.e. DIBELS, Maze, BASI, STAR Reading, STAR Math, etc.) are implemented,
- Evaluator determines if additional alternative assessments are required (Assessment Rubric),
- Evaluator administers additional assessments, if needed,
- Complete review of assessments is made by Evaluator,
- Education Team develops quarterly benchmarks and annual long term goals on the appropriate Progress Monitoring Plan (PMP), Individualized Academic Plan (IAP) or Individualized Educational Plan (IEP) with student, parent, and Education Team.
- Instructors implement appropriate instructional plan,
- Mini-assessments in mathematics and reading will document each student's progress,
- Exit assessments are implemented prior to each student's release or transition. All evaluated information and future educational short-term benchmarks and long-term goals are documented on appropriate education plan (PMP, IAP, IEP).

Faculty & Staff:

Since the initiation of the Contracted Agency Compliance Monitoring Team Report (formerly known as the Center Assessment Team Assessment Report) regular reviews and assistive monitoring has been provided to all contracted center staff members in the areas of:

Instruction (lesson plans, grade books, student folder),

Support Services,

Attendance,

Truancy Prevention,

Facility Health and Safety,

FCAT performance,

CIM Model Mini-Assessments,

Contract Adherence and Compliance.

Data/Information/Knowledge Management:

Each contracted program will be evaluated by a team of 3-4 staff members from within the Miami-Dade County Public Schools (M-DCPS) Educational Alternative Outreach Program. The team will employ a comprehensive monitoring process (Contracted Agency Compliance Monitoring Report) that emulates the model created by the Juvenile Justice Educational Enhancement Program (JJEED) to evaluate educational programs within the Department of Juvenile Justice. The JJEED evaluation tool will be implemented at all Department of Juvenile Justice (DJJ) sites. The Educational Alternative Outreach Compliance Monitoring Team consist of 2-3 instructors and at least one administrator, each being highly proficient in the area that he or she is evaluating.

Program evaluation for each participating contracted site will occur annually. If critical findings are identified the monitoring process will occur monthly or weekly if nessessary. The evaluation will focus heavily on services provided to students and ensure that state and federal laws for juvenile justice and alternative education are being implemented appropriately. Other areas such as transition, service delivery, educational resources are evaluated to ensure compliance with district policies and/or procedures. It is anticipated that the program evaluation will require at least one day to complete. Upon completion, the administrator heading the evaluation team will present the preliminary findings to the program director/ administrator or lead teacher. A final formal report will be presented to the school within an appropriate time frame.

During the evaluation a methodology is adhered to that will provide procedural correctness and support programmatic integrity. Documents (such as SPED records and cumulative transcripts) that are inherent to compliance with state and federal statutes and the overall delivery of the services provided will be reviewed. In addition, instructional strategies that account for individual learning styles will be reviewed through classroom observations. Treatment team meetings and staff meetings will be observed when possible. Interviews to gather information and obtain feedback regarding perceptions of educational services, practices or procedures will be carried out by the team to include program directors, M-DCPS Title I teachers, lead teachers, registrars, teachers, guidance counselors, SPED staff, vocational teachers, case managers, transition specialists, students, parents and others who may impact on the student's eventual educational success.

Education Design:

The Educational Alternative Outreach program (EAOP) uses the Continuous Improvement Model (CIM). Our Continuous Improvement Model involves an eight-step process to regularly assess students for enrichment and remediation:

- Disaggregate Data
- Develop Instructional Timeline
- Instructional Focus Lessons
- Assessment
- Tutorials
- Enrichment
- Maintenance
- Monitoring

The CIM follows the belief that children of all races, ethnicity, nationality, gender, income level and current personal student situation (perhaps in crisis) can succeed. Each student's emotional well-being will be properly addressed utilizing intervention techniques. All academic success will be assessed using informal/formal assessments. However, student crisis level (i.e. homelessness, suicide attempts, sexual abuse, neglect...) will be considered before any and all assessments are utilized as to the appropriateness of such assessment.

EAOP plans instruction through the desegregation of students' FCAT scores which help identify benchmark skill deficiencies. After careful analysis of student performance data, the leadership team will plan the instructional calendar to target specific areas of possible gain. This step leads to delivering or doing the instructional focus in the classroom, followed by checking the assessment, maintenance, and monitoring of the instructional focus. Teachers instruct using the curriculum guidelines listed below, as well as computer-based programs which are used as additional academic indicators of student performance.

Major Programs:

- Sunshine State Standards,
- Competency-Based Curriculum,
- Comprehensive Reading Plan,
- Comprehensive Mathematics and Science Plan.

Computer-Based Programs:

- Renaissance Learning – STAR Reading (Reading Level Assessment), Grade Levels: 1-12,
- Computer Curriculum Corporation's Successmaker, Grade Levels: 1-12,
- Reading Plus,
- Riverdeep.

In addition to administrative supervision of instructional delivery, Mrs. Huerta-Macias, Curriculum Coordinator, will initiate efforts to track student progress on the reading, mathematics, and writing benchmarks to be assessed biweekly. Mrs. Huerta-Macias will monitor student progress on the Maze Assessment on a quarterly basis. Moreover, the technical support staff will also track student progress on a monthly basis through the use of other computer-based program analysis. Finally, enrichment and tutorials will be continued to be provided to students based on individual needs.

Performance Results:

In an effort to provide program improvement, upon receipt of the final Contracted Agency Compliance Monitoring Team Report official notification, all findings of noncompliance will be provided to the contracted center director or designee. The director or designated program staff member(s) must implement a corrective action plan to directly address the areas needing improvement or correction. Staff members from M-DCPS will provide technical and support assistance.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

School goal 1: Students in the Educational Alternative Outreach Program will achieve appropriate annual learning gains and improve their reading ability.

Needs Assessment

An analysis of the Spring 2006 FCAT Sunshine State Standards Reading Results, indicated that 6 % of our student population met high standards in reading. Records indicated that 37 % of the students made learning gains in reading. In addition, 53% of the lowest 25% of readers made learning gains.

Thirty-six percent of the at-risk students assigned (8017- Abandoned, Abused and Neglected Programs) or adjudicated (8014 - Department of Juvenile Justice Programs, DJJ) to the Educational Alternative Outreach Program receive instructional and related services in either a remedial or special education inclusionary model.

In further study, the FCAT results for students who are incarcerated and awaiting impending prison terms, reveal that students suffer from the profound impact of institutionalization. Typically, these students, who experience the violence and anti-social behaviors found in jail, are overcome by a warranted hopelessness that causes despair. This intense emotional stress coupled with the uncertainty of ones future, directly impacts student FCAT performance.

Additionally, students that experience or who are exposed to a terrifying event or ordeal in which grave physical harm has occurred, often suffer from Posttraumatic Stress Disorder (PTSD). These traumatic events include: abandonment, homelessness, violent personal assault, rape, physical and sexual abuse. The anxiety of the critical personal event limits a child's ability to perform on standardized tests. Students can be so traumatized that they become isolated from others. This impending lack of security due to crisis warrants limited student performance.

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

Measurable Objective

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the White subgroup students in grades three through ten will improve their reading comprehension skills by achieving level three or above on the 2007 administration of the FCAT Reading test.

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Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage students in projects requiring research in order to improve reading skills.	Principal, General Education, SPED teachers, Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer Mock FCAT examinations to stimulate actual testing conditions and improve student participation and performance on the March 2007 administration of the FCAT.	Principal, Test Chairperson, Reading Specialists, Curriculum Coordinator, Reading Teachers.	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Structure curriculum in all reading classes to incorporate research-based practices for teaching, phonemic awareness, phonics, vocabulary, fluency, and comprehension.	Principal, General Education and SPED teachers, Reading Specialists	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Develop and implement Reading Focus Calendars.	Principal, General and SPED teachers, Reading Specialists, Reading Teachers.	8/10/2006	5/30/2007	Continuous Improvement Model	\$0.00
Pursue all prior school records for out-of-county students, ensuring appropriate placement and scheduling according to the Pupil Progression Plan.	Principal, General Education and SPED teachers, Registrars, Counselors, Center Directors.	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Implement a rewards based attendance program to improve graduation rate.	Principal, Assistant Principals, Center Directors.	8/14/2006	5/30/07	Continuous Improvement Model	\$5000.00
Provide a peer-tutoring program for students who need additional help in developing reading skills.	Principal, Title I/Assistant Principal for Curriculum.	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Track student progress in a variety of ways. Mini-Assessments will be conducted biweekly. Other assessments will be conducted quarterly. Reinforce the implementation of administering the computer-based programs diagnostic/placement. Compare pre- and post-test results, correlated with criterion reference testing and FCAT.	Principal, General and SPED teachers, Curriculum Specialist, Reading Teachers, Technology Specialists, Test Chairperson, Reading Specialists.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Administer Interim Assessments on set dates.	Principal, General and SPED teachers, Testing Chairperson, Curriculum Specialist, Reading Teachers.	8/14/2006	5/30/07	District Strategic Plan	\$0.00

Provide opportunities for teachers to participate in professional development activities which focus on Sunshine State Standards, phonemic awareness, phonics, vocabulary, fluency, and comprehension. Continue to offer Creating Independence through Student -owned Strategies (CRISS) Training to interested staff.	Principal, Reading Specialists.	8/14/2006	5/30/2007	District-wide literacy plan	\$10000.00
Implement Computer Curriculum Corporation (CCC) and Learning Skills Bank Computer-Based Programs in order to provide additional practice for students at Level 2 or below.	Principal, Reading Teachers, General Education, SPED teachers, Computer Teachers and Technology Specialists.	8/14/2006	5/30/2007	Mentoring Opportunities	\$30000.00
Plan and implement active strategies for reading and writing across the curriculum. Utilize the district provided materials, CRISS strategies, and other research-based active learning strategies. Include evidence of student progress in reading portfolios. Provide Intensive Reading Services in content are classes.	Principal, Reading Specialists, SPED teachers, General Education Teachers, Reading Teachers.	8/10/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer bi-weekly reading mini-assessments to students for early identification of benchmark skill deficiencies; provide remediation for identified students. Counselors will provide information to students who are at risk of not passing the FCAT March Administration test.	Principal, Reading, and Language Arts Teachers, General Education and SPED Teachers, Counselors, Curriculum Coordinator.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop and implement a school-wide student incentive program to address student absenteeism occurring at selected centers throughout the school year, but more specifically during FCAT examination period. Incentives to be given may include movie theatre tickets, gift certificates, and field trips to various Florida attraction parks.	Principal, Assistant Principals, Center Directors.	8/14/2006	5/30/2007	Community Partnerships	\$5000.00
Identify the students in all subgroups scoring in Level 1 of the FCAT Reading Test, as delineated in AYP disaggregated data and implement a tutorial program to address the reading deficiencies of students.	Principal, Testing Chairperson, Educational Specialist, Curriculum Assistant Principal.	8/10/2006	5/30/2007	Continuous Improvement Model	\$35000.00

Research-Based Programs

State Adopted Comprehensive Core Reading Programs used in our school:

- I. The Language of Literature Series, 2003 Edition, McDougal Littell, Grades 6 through 12.
- II. Reading & Writing Sourcebooks, 2001 Edition, Great Source Education Group, Grades 6 through 10.
- III. Writing and Grammar: Communication in Action, 2001 Edition, Grades 6 through 12,
- IV. Reading Plus,
- V. Plugged Into Reading,
- VI. Brainchild.

Professional Development

The Reading Specialists have planned the following staff development activities:

- I. Reading Endorsement classes.
- II. Training for the Title I Tutoring Teachers.
- III. Model Best Reading Practices at the various centers.

Evaluation

This objective will be evaluated by scores on 2007 administration of the FCAT Reading Test. M-DCPS, Interim assessments and quarterly teacher generated and/or computer generated reports will provide formative test results which will be used to monitor student progress towards the objectives. On-going monitoring of instructional strategies being implemented within the program is done throughout the year.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

School goal 2: Students in the Educational Alternative Outreach Program will achieve appropriate annual learning gains and improve their math ability.

Needs Assessment

An analysis of the Spring 2006 FCAT Sunshine State Standards Mathematics Results, indicated that 8% of our student population met high standards in the area of Mathematics.

In addition, results indicated that 45 % of students enrolled within the Educational Alternative Outreach Program have made learning gains in Mathematics.

Thirty-six percent of the at-risk students assigned (8017- Abandoned, Abused and Neglected Programs) or adjudicated (8014 - Department of Juvenile Justice Programs, DJJ) to the Educational Alternative Outreach Program receive instructional and related services in either a remedial or special education inclusionary model.

In further study, the FCAT results for students who are incarcerated and awaiting impending prison terms, reveal that students suffer from the profound impact of institutionalization. Typically, these students, who experience the violence and anti-social behaviors found in jail, are overcome by a warranted hopelessness that causes despair. This intense emotional stress coupled with the uncertainty of ones future, directly impacts student FCAT performance.

Additionally, students that experience or who are exposed to a terrifying event or ordeal in which grave physical harm has occurred, often suffer from Posttraumatic Stress Disorder (PTSD). These traumatic events include: abandonment, homelessness, violent personal assault, rape, physical and sexual abuse. The anxiety of the critical

personal event limits a child's ability to perform on standardized tests. Students can be so traumatized that they become isolated from others. This impending lack of security due to crisis warrants limited student performance.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the White subgroup students in grades three through ten will improve their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the African American subgroup students in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Hispanic subgroup students in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Asian subgroup students in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Limited English Proficient (LEP) subgroup students in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Students with Disabilities (SWD) subgroup in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the Native American subgroup in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 51 % of the students scoring in the lowest 25% subgroup in grades three through ten will increase their mathematics skills by achieving level three or above on the 2007 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Emphasize algebraic/geometric concepts and problem solving applications associated with 9th and 10th grade benchmarks in mathematics courses.	Principal, Mathematics Specialist, Mathematics Teachers.	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement school-wide utilization of the Riverdeep Mathematics and Science Internet-	Principal, Technology Specialists, Mathematics Teachers.	08/14/2006	05/30/2007	District Strategic Plan	\$30000.00

based programs.					
Administer Mock FCAT examinations to stimulate actual testing conditions and improve student participation and performance on the March 2007 administration of the FCAT.	Principal, Test Chairperson, Mathematics Specialist, Curriculum Specialist, Mathematics Teachers.	10/23/2006	05/30/2007	District Strategic Plan	\$0.00
Track student progress in a variety of ways. Mini-Assessments will be conducted biweekly. Other assessments will be conducted quarterly. Reinforce the implementation of administering the computer-based programs diagnostic/placement. Compare pre- and post-test results, correlated with criterion reference testing and FCAT.	Principal, Curriculum Specialist, Mathematics Specialist, Test Chairperson, Mathematics Teachers.	09/01/2006	05/30/2007	Continuous Improvement Model	\$20000.00
Provide opportunities for teachers to participate in professional development activities that focus on content and strategies in mathematics benchmarks assessed through the FCAT and Riverdeep training for Mathematics and Science.	Principal, Mathematics Specialist.	08/14/2006	05/30/2007	District Strategic Plan	\$30000.00
Pursue all prior school records for out-of-county students, ensuring appropriate placement and scheduling according to the Pupil Progression Plan.	Principal, Counselors, Registrars, Center Directors.	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Develop and implement a Mathematics Focus Calendar.	Principal Mathematics Specialist, Mathematics Teachers.	8/10/2006	5/30/07	Continuous Improvement Model	\$0.00
Analyze student test data to implement intervention for Level 1 students in mathematics. (The majority of the students in E.A.O.P.)	Principal, Testing Chairperson, Educational Specialist.	08/10/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer bi-weekly mathematics mini-assessments to students for early identification of benchmark skill deficiencies; provide remediation for identified students. Counselors will provide information to students who are at risk of not passing the FCAT March Administration test.	Principal, Mathematics Specialist, Curriculum Coordinator, Mathematics Teachers, Counselors.	09/01/2006	05/30/2007	Continuous Improvement Model	\$0.00
Administer M-DCPS, interim assessments on set dates.	Principal, Test Chairperson, Curriculum Specialist, Mathematics Teachers.	10/23/2006	05/30/2007	District Strategic Plan	\$0.00
Provide students with hands-on opportunities for inductive reasoning and discovery through classroom activities.	Principal, Assistant Principals Mathematics Specialists, Mathematics Teachers.	08/14/2006	05/30/2007	District Strategic Plan	\$25000.00

Implement a rewards based attendance program to improve graduation rate.	Principal, Center Directors	08/14/2006	05/30/2007	Mentoring Opportunities	\$5000.00
Provide all students in 9th and 10th grade with the opportunity to enroll in extended school day tutorial classes or Saturday academies at the Department of Juvenile Justice (DJJ) Programs in preparation for the FCAT administration.	Principal, Assistant Principals, Mathematics Teachers.	10/02/2006	05/30/2007	Continuous Improvement Model	\$50000.00

Research-Based Programs

State Adopted Comprehensive Core Mathematics Programs used in our school:

1. Scott Foresman-Addison Wesley Mathematics, 2005 Edition, K-5 Textbooks Series,
2. Holt, Rinehart & Winston Holt Middle School Math, 2004 Edition,
3. Prentice Hall Mathematics, Pre-Algebra and Algebra 1, 2004 Edition,
4. Glencoe, Geometry: Concepts & Applications, 2004 Edition,
5. Glencoe Mathematics: Geometry, 2004 Edition,
6. Riverdeep.

Professional Development

Based on the survey conducted during the first week of school, instructional staff selected the following items as possible topics for future District Initiated Workshops in the area of Science. 15 centers that participated.

Professional Development Topics Prioritized in Order of Relevance to the Educational Alternative Outreach Program's Instructional Staff:

1. Increasing Student Achievement in Mathematics,
2. Sunshine State Standards/ C.B.C. for Mathematics: Middle/ High school,
3. Using manipulatives in the classroom: Middle/ High School,
4. Teachers Teaching with Technology,
5. Number Sense, Concepts, and Operations,
6. Measurement,
7. Pre-Algebra: Content, Strategies & Assessment,
8. Geometry: Content, Strategies & Assessment,
9. Scope and Sequence: Middle/ High School.

Evaluation

This objective will be evaluated by scores on the 2007 administration of the FCAT Math Test. Biweekly Edusoft-generated reports will provide information regarding the benchmarks assessed in the area of Mathematics. M-DCPS Interim Assessments and Quarterly teacher generated and/or computer generated reports will provide formative assessments which will be used to monitor progress towards the objectives. On-going monitoring of instructional strategies being implemented within the program are done throughout the year.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in the Educational Alternative Outreach Program will achieve appropriate annual learning gains and improve their writing ability.

Needs Assessment

An analysis of the spring 2006 FCAT Sunshine State Standards Writing Results indicated that 43% of the students met high standards.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 utilizing the Competency-Based Curriculum/Sunshine State Standards, 44% of the students in grades four, eight and ten will improve their writing skills as evidenced by scoring a 3.5 or above on the 2007 administration of the FCAT writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer and analyze district's FCAT Writing Pre-test based on the 6 point rubric to guide instruction according to student skill deficiencies	Principal, Language Arts Instructors	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide teachers with professional development in Holistic Scoring, FCAT Writing Prompts, and Writing Across the Curriculum.	Principal, Language Arts Instructors	8/14/06	5/30/07	District-wide literacy plan	\$10000.00
Incorporate daily writing activities that focus on a weekly benchmark. Show evidence of growth in individualized students' writing portfolios.	Principal, Language Arts Instructors	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Conduct School-to-Career Initiative in-services focusing on lesson plan development in writing.	Principal, Career Specialist and Vocational Specialists	8/14/06	5/30/07	Career Development Programs	\$5000.00
Conduct parenting workshops to provide parents with necessary information to support their children in enhancing their writing skills.	Principal, All Educational Alternative Outreach Program Staff Members and site directors	8/14/06	5/30/07	Communities of Practice	\$5000.00
Administer Mock FCAT writing examinations to stimulate actual testing conditions and improve student participation and performance on the March 2007 administration of the FCAT.	Principal, General Education Instructors	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Encourage Educators instructing within the Educational Alternative Outreach Program to apply for the two week writing course at the University of Miami, Zelda Glazer Writing Institute.	All administrators, language arts and reading instructors who are accepted and attend the Institute will incorporate strategies identified for teaching writing as presented during the course at the University of Miami, Zelda Glazer Writing Institute.	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Initiate and engage Educational Alternative Outreach students in a career poster and	Principal, Language Arts Instructors	8/14/06	5/30/2007	District-wide literacy plan	\$0.00

poetry contest.					
Implement school-wide midterm exams which model FCAT prompts.	Principal, General Education Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

State Adopted Comprehensive Core Reading Programs used in our school:

- I. The Language of Literature Series, 2003 Edition, McDougal Littell, Grades 6 through 12.
- II. Reading & Writing Sourcebooks, 2001 Edition, Great Source Education Group, Grades 6 through 10.
- III. Writing and Grammar: Communication in Action, 2001 Edition, Grades 6 through 12,
- IV. Reading Plus,
- V. Plugged Into Reading.

Professional Development

Every effort will be made to assist educators instructing within Educational Alternative Outreach Program to attend the two week course at the University of Miami, Zelda Glazer Writing Institute.

Evaluation

This objective will be evaluated by scores on 2007 administration of the FCAT Writing Test. Edusoft computer generated reports of the pre-test and post-test will provide formative assessments which will be used to monitor progress towards the objectives. On-going monitoring of instructional strategies being implemented within the program is completed throughout the year.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Students in the Educational Alternative Outreach Program will improve their science ability.

Needs Assessment

An analysis of the spring 2006 FCAT Sunshine State Standards Science Results indicated that the mean scale score for students in the eighth grade is 176. In addition, 95% of the eighth graders fall on Level I and 5% of the students fall on Level II.

An analysis of the spring 2006 FCAT Sunshine State Standards Science Results also indicated that the mean scale score for students in the eleventh grade is 220. In addition, 86% of the eighth graders fall on Level I and 10% of the students fall on Level II. In contrast to the students in eighth grade 4% of the students in the eleventh grade achieved Level III or above.

Based on the FCAT test information eighth grade students need additional instruction in the following areas: Physical and Chemical Science, Earth and Space Science, Scientific Thinking. Eleventh grade students need additional instruction in the Physical and Chemical Science, and Earth & Space Science content related to the FCAT test.

Measurable Objective

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 25 % of the students in grades five, eight and eleventh will improve their science skills as evidenced on the 2007 administration of the FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for teachers to participate in professional development activities which focus on content and strategies in science benchmarks assessed through the FCAT and Riverdeep training in Science.	Principal, Science Department Chairperson.	10/02/2006	05/30/2007	District Strategic Plan	\$10000.00
Implement school-wide utilization of the Riverdeep Mathematics and Science Internet-based programs.	Principal, Science Department Chairperson, Technology Specialists.	08/14/2006	05/30/2007	District Strategic Plan	\$30000.00
Administer and evaluate Science FCAT Pre-test with student participation and correction to assess their strengths and opportunities for improvement.	Principal, Science Department Chairperson, Science teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Incorporate the use of FCAT science review material into the classroom lessons.	Principal, Science Department Chairperson, Science Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$45000.00
Participate in school and district's Science and Engineering Fairs as an end result of an increased mastery of the scientific method and process.	Principal, Science Department Chairperson, Science Teachers.	10/02/2006	04/28/2007	District Strategic Plan	\$5000.00
Create lesson plans targeted to improve the understanding of the scientific method, which ultimately gives the student mastery of the scientific process.	Principal, Science Teachers.	08/10/2006	05/30/2007	Continuous Improvement Model	\$0.00
Conduct School-to-Career initiative in-services focusing on lesson plan development in science Medical Careers and NASA Science.	Principal, Science Department Chairperson, Career Specialist.	10/02/2006	05/30/2007	School-to-Career	\$0.00
Implement multi-sensory instruction in the general classroom to accommodate the various learning styles of Special Education (SPED) students.	Principal, SPED Teachers, General Education Teachers.	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- I. Glencoe Florida Science 6th, 7th, and 8th , 2006 Edition.
- II. Earth Science: Geology, the Environment, and the Universe, 2006 Edition, Glencoe.
- III. Prentice Hall Biology, 2006 Edition.
- IV. Florida Holt Environmental Science, 2006 Edition.
- V. Glencoe Physical Science with Earth Science, 2006 Edition.
- VI. Riverdeep.

Professional Development

Professional Development Topics Prioritized in Order of Relevance to the Educational Alternative Outreach Program's Instructional Staff:

- I. Increasing Student Achievement in Science.
- II. Teachers Teaching with Technology.
- III. Sunshine State Standards/ C.B.C. for Science: Middle/ High School.
- IV. Earth and Space Science: Content, Strategies & Assessment.
- V. Science Curriculum Pacing Guide.
- VI. Integrating the Scientific Method.
- VII. Ideas and project guidelines for the Science Fair.
- VIII. Comprehensive Science: Content, Strategies & Assessment.
- IX. Physical Science: Content, Strategies & Assessment.
- X. Biology: Content, Strategies & Assessment.

Evaluation

This objective will be evaluated by scores on the 2007 administration of the FCAT Science test. Quarterly teacher-generated and/or computer generated reports will provide formative assessment which will be used to monitor progress toward 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 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 5 STATEMENT:

All parents of students attending programs within the Educational Alternative Outreach program will be provided the academic and social progress of their child and will be encouraged to be active, helpful, and a contributing members of their child's education.

Needs Assessment

The majority of parents of at-risk students are employed in entry-level positions, which provide only the basic needs of shelter and food. Their lives and those of their children need to be enhanced through governmental assistance and by the provision of services at the school site, such as parenting skills, education and basic literacy classes. Due to the parent and student socio-economic and academic history, several programs, including Adult Mankind, JESCA, and Richmond Perrine Optimist Organization are in place to support the many needs of the students, parents and the community.

Studies show that family involvement greatly enhances academic performances. (Stevenson and Baker 1987; USDE 1994). The assessment of parent logs and sign-in sheets indicate that only three community based organizations documented parent involvement. Directors from the Community Based Organizations have identified a 15% parental participation rate. The following needs assessment will continue for the 2006-2007 school year:

- School/Home Communications,
- School sponsored activities to improve literacy at home,
- Parent Discipline Skills.

It must be noted that, the Educational Alternative Outreach Program is presently comprised of 53 sites. 36% of the students educational served within the Educational Alternative Outreach Program are considered neglected or delinquent and reside in: The Department of Juvenile Justice (DJJ) detention system; local Miami-Dade incarceration; protective custody or residential facilities within the Department of Children and Families; private non-for profit drug and alcohol rehabilitation and critical crisis care psychiatric hospital units. This residential status and restrictive parental custody warrants limitations to the overall parent involvement component.

Parental awareness regarding the academic and social progress of their child will be the 2006-2007 school year focus. The encouragement of parents to become more actively involved and collaborative members of their child's education will be evident by an increase in the number of parents attending Open House Meetings, Truancy Child Study Team Meetings, and parent-oriented training sessions. Attendance rosters and parent logs will be kept at each community Based Organization and at the Educational Alternative Outreach Program office.

Measurable Objective

The Educational Alternative Outreach Program will increase parental involvement by 15%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide initial and ongoing training to school personnel regarding the procedures for student transitions/exits.	Principal, Transition Specialist	8/14/06	8/7/07	Transition and Articulation Programs	\$0.00
Increase career workshops provided by the career specialist to inform students and parents of opportunities for a variety of career choices.	Principal, Career Specialist	8/14/06	5/30/07	Community Partnerships	\$0.00
Develop and initiate a transition plan/program which focuses on preparing students for exit from our DJJ residential and day treatment programs immediately upon entry.	Principal, Transition Specialist	8/14/06	8/7/07	Transition and Articulation Programs	\$0.00
Continue updating the school website to enable parents access to their child's learning assignments and other pertinent school information.	Principal, Computer Technical Support Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide parental Group, Parent Advisory Council (PAC) and Volunteer Parent programs at selected centers.	Principal, Instructional and Support Personnel, Contracted Center Directors	08/14/06	5/30/07	Community Partnerships	\$0.00
Establish an Educational Alternative Outreach Program parent newsletter.	Principal, Educational and Support Personnel	8/14/06	5/30/07	Community Partnerships	\$0.00
Initiate an evaluation tool to assist in monitoring parental involvement within contracted programs utilizing the Educational Alternative Outreach Program Contracted Agency Compliance Monitoring Report.	Principal, All Contracted Center Directors and the Educational Alternative Outreach Program Administration/ Educational and Support Staff	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Standards set forth by the National Parent Teacher (PTA) will be utilized to assist this parental involvement endeavor.

Professional Development

Four Title I, resource educators have been hired for the 2006-2007 school year. These educators will assist contracted site staff members in incorporating the CIM Model as it pertains to parental involvement.

In an effort to assist students who are in state custody and within the Department of Juvenile Justice (DJJ) system, a new transition specialist position was created during the latter part of the 2005-2006 school year. The transition specialist position will provide technical assistance and professional development to educational and support staff transition students assigned to a Department of Juvenile Justice (DJJ).

Additionally, ten to twelve administrative and educational staff members attend the Annual Juvenile Justice Educational Enhancement Program Conference. This annual conference provides information regarding updates to Florida State Statutes and the Department of Education changes as it pertains to juvenile justice policies and procedures.

Evaluation

The following evaluation tools/surveys will be utilized to analyze parent participation:

1. Attendance logs will show parental attendance,
2. Professional Development Records,
3. Parent survey results,
4. Student Survey Results,
5. DJJ Transition Specialist Student Logs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Comparative to the 2005-2006 school year suspension rate; all M-DCPS, governmental agency programs and contracted centers will assist efforts collaboratively with the Educational Alternative Outreach Program administrative staff to reduce each quarter suspension rate by 10%.

Needs Assessment

In an effort to continue to reduce the numbers of outdoor suspensions (During the 2005 - 2006 school year the rate reduction was 8% each quarter); the administration of the EAOP will work to reduce outdoor suspension(s) by increasing the awareness of the various alternatives available to center directors and staff. Administration will meet with centers (directors and/or staff) to highlight strategies and procedures that are positive consequences designed to reduce conflict and thus suspensions. Administration will determine follow-up and assistance by the number of referrals and suspensions kept online by the District. (Various reports are generated by the 4th District – Student Case Management Referral Action and Suspension Report.)

Measurable Objective

The Educational Alternative Outreach Program will reduce the number of outdoor suspensions each quarter in relationship to the number of suspension last year (by 10%) for students attending/assigned to the Educational Alternative Outreach Program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review discipline/suspension data with contracted center directors to determine which centers need on-going assistance.	Principal and administrative staff	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Identify students requiring additional support services.	Principal, Administrative Staff , Contracted Center Directors, Psychologists, Staffing Specialists, Social Worker, Trust Counselor, School Counselors, Educational and Support Staff	8/14/06	5/30/07	District Strategic Plan	\$0.00
Incorporate identified behavioral approaches within the classroom as established by the Melissa Institute.	Principal, administrative, educational and support services staff members	8/14/06	5/30/07	Communities of Practice	\$500.00
Reinforce existing positive behavioral/discipline techniques will be continued with additional resource strategies as indicated within, "When the Chips Are Down Learning Disabilities and Discipline" behavior/discipline video.	Principal, All administrators, educators and support staff (contracted/M-DCPS) will implement on-going successful behavior modification techniques along with new discipline initiatives.	8/14/2006	5/30/2007	Inclusion	\$5000.00
Monitor referrals to indicate those contracted programs and governmental agencies that need additional support.	Principal, Educational Alternative Outreach Program Principal and administrative staff	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

The Melissa Institute
Student Support Team

Professional Development

During the 2006-2007 school year each administrator/educator (M-DCPS or contracted) will be apprised of the behavior modification plan for the overall discipline component for the Educational Alternative Outreach Program. Selected administration, faculty and staff will attend the Melissa Institute, SST and Inclusion training. In addition, staff members will be afforded the following district in-services: Student Support Team (SST) Training, Inclusion Training, Special Education Compliance and the Department of Juvenile Justice Compliance Monitoring Training.

Evaluation

Utilizing the 2006-2007 school year COGNOS report, the number of suspensions will be evaluated to continue to reduce the suspension rate each quarter by 10%.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Technology will be infused into the overall Educational Alternative Outreach Program curriculum.

Needs Assessment

An analysis of the Spring 2006 FCAT Sunshine State Standards Reading, Math and Science Results indicated that students enrolled within the Educational Alternative Outreach Program (EAOP) need additional types of instruction to help them reach learning gains in the areas of reading, math, and science. EAOP has infused technology within the curriculum to enhance learning. Our program has made accommodations for the students that are pursuing a G.E.D. track. This has been made possible by having technology and instructional materials available to them. Teachers will monitor student's progress through a variety of on-line reporting options.

Measurable Objective

Given instruction with infused technology, students in all grades, identified with needed areas of improvement, will increase by 10% computer and technology usage in reading, math, science and writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue implementing CornerStone: This computer program builds comprehension skills using thematic content from the popular Cobblestone's history magazines.	Principal, all Educational Alternative Outreach Program administrators/ educational and technical support staff	08/14/06	05/30/2007	District Strategic Plan	\$10000.00
Continue monitoring computer interactive progress utilizing Riverdeep.	Principal, all Educational Alternative Outreach Program administrators/ educational and technical support staff	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Initiate further the implementation of Plugged into Reading.	Principal, Educational Alternative Outreach Program administrators/educational and technical support staff will be apart of this initiative	08/14/06	05/30/07	District Strategic Plan	\$45000.00
Infuse technology through the computer education components Success-Maker Enterprise	Principal, Educational Alternative Outreach Program administrators/ educational and technical support staff will be apart of this initiative	8/14/2006	5/30/2007	District Strategic Plan	\$10000.00
Introduce differentiated instruction through the electronic tutor BRAINCHILD, study buddy.	Principal, Technical Support Specialist and educational and support personnel	8/14/06	5/30/07	District Strategic Plan	\$0.00
Disseminate the following items to implement infused technology throughout the curriculum: 35 - DCP 8060 EDUSOFT scanners, 4 - DCP 840 EDUSOFT SCANNERS, 34 - LCD Projectors (to enable PowerPoint presentations in the classroom) 18 - Media Cards which includes a DVD player.	Principal, Technical Support Specialists, Educational and Support Personnel	8/14/06	5/30/07	District Strategic Plan	\$0.00
Initiate Reading Plus Program at all Educational Alternative Outreach Programs.	Principal, Contracted Center Directors, Technical Support Specialists, Instructional and Support Staff	8/14/06	5/30/07	District-wide literacy plan	\$0.00

Research-Based Programs

The Educational Alternative Outreach Program will use the following research-based programs:

1. Cornerstone,
2. Successmaker, Computer Curriculum Company,
3. The Learning Company, Skillsbank 4,
4. Riverdeep, Destination Math and Tangible Math/Science Explorer and Gateway,
5. GED Preparation,
6. Renaissance Learning STAR,
7. Plugged Into Reading,
8. Reading Plus Program.

Professional Development

Instructional in-services will be continued to be provided (or initiated) to all educators (M-DCPS and contracted programs) for the following initiatives:

1. EDUSOFT Training for the CIM Model bi-weekly, mini-assessment implementation;
2. School-wide in-services to improve utilization of the Riverdeep Mathematics and Science Internet-based programs;
3. Data analysis training to consider student assessment data to implement instructional intervention;
4. M-DCPS-Software report (SPI) training will be provided to determine student data. All identified areas of student difficulty will be established in order to assist teachers effectively target instruction to increase student academic performance;
5. A Train the Trainer model will be used to train teachers on the use of the newly purchased BRAINCHILD, Study Buddy.

Evaluation

All technology infused instruction will be evaluated through instructional lesson plan review. The materials component will reflect the type of equipment utilized during classroom instruction.

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:

Students in the Educational Alternative Outreach Program will achieve appropriate annual health and physical fitness gains.

Needs Assessment

Due to the unique student living situations (i.e. private/public hospitals; Department of Children and Families emergency shelters and group homes; Miami-Dade County Correctional facilities; Department of Juvenile Justice residential and detention facilities, psychiatric/drug and alcohol rehabilitation centers and the physical and sexual abuse centers); the physical fitness and health component may be collaboratively (M-DCPS teachers and facility staff) offered within the actual facility as part of the student’s treatment plan or provided by direct instruction through M-DCPS.

Private/public agencies provide weight training rooms, basketball courts and physical fitness areas to which students and agency staff accommodate students requiring the P.E. ½ credit and Health ½ credit for graduation. All efforts will be made to build awareness about student wellness and encourage them to eat healthy and be active.

Measurable Objective

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards, 10% of students in grades, kindergarten through twelve will improve their physical fitness ability and health habits as evidenced by academic grade improvement and physical education participation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor student physical education participation rate.	Principal, M-DCPS Instructional and Support Staff, Agency Athletic Provider, Contracted Center Director	8/14/06	8/7/07	District Strategic Plan	\$0.00
Continue to evaluate student academic progress.	Principal, Instructional Staff, Contracted Center Directors, Agency Athletic Providers, Coaches	8/14/06	8/7/07	District Strategic Plan	\$0.00
Research the possibility of providing the following national physical fitness efforts: The National Junior Athletic League, The Ultimate Wellness Challenge and the President's Council on Physical Fitness.	Principal, Instructional Staff, Contracted Directors, Agency Athletic Providers, Coaches	8/14/06	8/7/07	Community Partnerships	\$0.00

Research-Based Programs

The National Junior Athletic League

President's Council on Physical Fitness

The Ultimate Wellness Challenge

Professional Development

Collaborating professional development between public/private agency physical fitness support staff and M-DCPS instructors is on-going. Often times an agency provides a fitness component that employs former professional athletes to coach students as part of the (contracted/cooperative agreement) treatment plan. These professionals offer M-DCPS instructors actual engagement within the activity process and conversely, the M-DCPS staff member offers instructional methodology to the health and fitness component.

Evaluation

This objective will be evaluated utilizing student academic improvement (teacher gradebook) in physical fitness ability and health habits. Additionally, the student physical education participation rate will be reviewed by instructional and facility staff members.

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

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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:

Students in the Educational Alternative Outreach Program will make appropriate annual learning gains in artistic expression and music appreciation.

Needs Assessment

Due to the unique student living situations (i.e. private/public hospitals; Department of Children and Families emergency shelters and group homes; Miami-Dade County Correctional facilities; Department of Juvenile Justice residential and detention facilities, psychiatric/drug and alcohol rehabilitation centers and the physical and sexual abuse centers); special area instruction may be limited. Art and Music is provided for all elementary students and at several contracted Community Based Organizations (CBO's) and governmental agencies. All secondary students receive instruction to accommodate graduation requirements.

Measurable Objective

Given instruction utilizing the Competency-Based Curriculum/Sunshine State Standards in art, students in grades kindergarten through twelve will improve their artistic expression and participation as evidenced by improved academic grades in art.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a wide range of performing arts experiences.	Principal, Instructional and Support Staff, Contracted Center Directors and Staff	8/14/06	8/7/07	Community Partnerships	\$2000.00
Establish an Educational Alternative Outreach Program "Decorate the Office" Contest.	Principal, Educational and Support Staff, Contracted Center Directors, Contracted Instructional Staff, Career Specialist,	08/14/06	8/7/07	Community Partnerships	\$5000.00
Provide field trips to the Miami Carnival Center for the Performing Arts	Principal, Educational and Support Staff, Contracted Center Directors, Career Specialist,	8/14/06	8/7/07	Community Partnerships	\$2000.00

Research-Based Programs

N/A

Professional Development

Educational and support personnel will be provided a faculty training session on the incorporation of the curriculum "Best Practices" suggestions offered per the Weekly Curriculum Briefings which will be e-mailed to each Educational Alternative Outreach Program contracted and governmental agency.

Evaluation

This objective will be evaluated utilizing student academic progress(teacher gradebook)in art and music.

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"/>

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

GOAL 10 STATEMENT:

During the 2006-2007 school year, The Educational Alternative Outreach Program (EAOP) will monitor the value of its cost effectiveness based on the actual per pupil cost expenditure.

Needs Assessment

The Educational Alternative Outreach Program collects, monitors, and disaggregates financial data internally to achieve more cost effectiveness for each school year. During the 2006 - 2007 school year the initiation of a survey tool will be administered (teachers) to analyze the effectiveness of all educational programs.

Measurable Objective

The Educational Alternative Outreach Program will improve the cost effectiveness for the 2006-2007 school year. The SMART objectives (Specific, Measurable, Attainable, Realistic and Timebound) format as outlined by the Florida Department of Education will be utilized to achieve school-wide instructional program cost effectiveness.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Initiate a web-based Instructional Program Cost Effectiveness Survey.	Principal, Computer Technical Specialists, Instructional and Support Staff, Contracted Directors and Staff	8/14/06	8/7/07	Continuous Improvement Model	\$0.00
Analyze the cost effectiveness survey tool to document instructional program review.	The Educational Alternative Outreach Administrative administrative staff	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Review procedures provided by The SMART objectives (Specific, Measurable, Attainable, Realistic and Timebound) as outlined by the Florida Department of Education, to achieve school-wide instructional program cost effectiveness.	Principal, Computer Technical Specialists, Instructional and Support Staff, Contracted Directors and Staff	8/14/06	8/7/07	District Strategic Plan	\$0.00

Research-Based Programs

The following research based instructional programs will be evaluated for cost effectiveness:(1)The Language of Literature Series, 2003 Edition, McDougal Littell Grades 6 through 12;(2)Reading & Writing Sourcebooks, 2001 Edition, Great Source Education Group, Grades 6 through 10;(3)Writing and Grammar: Communication in Action, 2001 Edition, Grades 6 through 12;(4) Reading Plus;(5)Plugged Into Reading;(6)Brainchild.(7) Scott Foresman-Addison Wesley Mathematics, 2005 Edition, K-5 Textbooks Series;(8)Holt, Rinehart & Winston Holt Middle School Math, 2004 Edition;(9)Prentice Hall Mathematics, Pre-Algebra and Algebra 1, 2004 Edition;(10) Glencoe, Geometry: Concepts & Applications, 2004 Edition;(11)Glencoe Mathematics: Geometry, 2004 Edition;(12)Riverdeep.

Professional Development

Administrative staff will train all staff members (faculty meeting) of the web-based Instructional Program Cost Effectiveness Survey.

The administrative and appropriate educational staff of the Educational Alternative Outreach Program will attend all M-DCPS in-services and the annual Department of Juvenile Justice, Juvenile Justice Educational Enhancement Program conference pertaining to financial expectations and implications of the program.

Evaluation

Utilizing a program cost effective survey tool, an internal teacher evaluation of the following State Adopted Comprehensive Core Reading and Mathematics Programs purchased will be made:(1)The Language of Literature Series, 2003 Edition, McDougal Littell Grades 6 through 12;(2)Reading & Writing Sourcebooks, 2001 Edition, Great Source Education Group, Grades 6 through 10;(3)Writing and Grammar: Communication in Action, 2001 Edition, Grades 6 through 12;(4) Reading Plus;(5)Plugged Into Reading;(6)Brainchild.(7) Scott Foresman-Addison Wesley Mathematics, 2005 Edition, K-5 Textbooks Series;(8)Holt, Rinehart & Winston Holt Middle School Math, 2004 Edition;(9)Prentice Hall Mathematics, Pre-Algebra and Algebra 1, 2004 Edition;(10) Glencoe, Geometry: Concepts & Applications, 2004 Edition;(11)Glencoe Mathematics: Geometry, 2004 Edition;(12)Riverdeep.

GOAL 11: OTHER

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 11 STATEMENT:

Through joint collaboration the Educational Alternative Outreach Program and all private/non-profit governmental/community based organizations will ensure that the required level of critical (emotional, psychological, financial and residential) care and educational standards are provided to all neglected and delinquent, M-DCPS students.

Needs Assessment

The 1994 reauthorization of Title I, the "Improving America's Schools Act", provides administrators and educators with increased financial opportunities to improve the quality of education for at-risk students. The purpose of Title I, however, remains the same, to improve the educational, social and emotional opportunities of educationally deprived neglected and delinquent students by helping them:

- Succeed in all appropriate educational programs,
- Attain grade level proficiency or graduation,
- Improve achievement in basic and advanced skills,
- Acquire the skills necessary to be a community member,
- Receive the social, emotion security necessary for a child.

Each M-DCPS contracted program is evaluated by the Contracted Agency Compliance Monitoring Team. This team regularly determines the various need level of each M-DCPS, contracted program. Additionally, all Department of Juvenile Justice (DJJ) programs are regulated and are annually reviewed by the Juvenile Justice Educational Program Quality Assurance Standards reviewers. The Educational Alternative Outreach Program will continue to provide the following:

1. Evaluate each Educational Alternative Outreach Program contracted site.
2. Enforce all recommendations provided by the Contracted Agency Compliance Monitoring Report.
3. All DJJ programs will meet Quality Assurance Standards set forth by the Juvenile Justice Educational Program (JJEPP).

Measurable Objective

Contracted Agency Compliance Monitoring Report score ratings will increase by 10% for each contracted agency. Continued efforts will be made to increase the overall DJJ quality assurance score by 10% and the ultimate aspiration of achieving either an outstanding or deemed status for each Department of Juvenile Justice (DJJ) site will be the Educational Alternative Outreach Program's 2006-2007 focus.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review all annual revisions to policies and procedures set forth by the Juvenile Justice Educational Enhancement Program.	M-DCPS Contract Manager, Principal, Computer Technical Specialists, M-DCPS Instructional and Support Staff, SPED teachers, Staffing Specialists, Alternative Education Supervisor, M-DCPS SPED Program Specialist, Transition Specialist, DJJ Compliance Specialists, Contracted DJJ Provider Directors and Staff	8/14/06	8/7/07	Transition and Articulation Programs	\$0.00
Initiate all annual instructional program revisions set forth by the Juvenile Justice Educational Enhancement Program.	M-DCPS Contract Manager, Principal, Computer Technical Specialists, M-DCPS Instructional and Support Staff, SPED teachers, Staffing Specialists, Alternative Education Supervisor, M-DCPS SPED Program Specialist, Transition Specialist, DJJ Compliance Specialists, Contracted DJJ Provider Directors and Staff	8/14/06	8/7/07	Transition and Articulation Programs	\$0.00
Conduct internal bi-annual mock Quality Assurance Reviews to identify all needed areas of improvement as outlined by the Department of Juvenile Justice (DJJ) and the Juvenile Justice Educational Enhancement Program (JJEEP).	M-DCPS Contract Manager, Principal, Computer Technical Specialists, M-DCPS Instructional and Support Staff, SPED teachers, Staffing Specialists, Alternative Education Supervisor, M-DCPS SPED Program Specialist, Transition Specialist, DJJ Compliance Specialists, Contracted DJJ Provider Directors and Staff	8/14/06	8/7/07	Transition and Articulation Programs	\$0.00
Provide corrective action to any and all identified deficiencies as deemed appropriate per annual Department of Juvenile Justice (DJJ) and the Juvenile Justice Educational	M-DCPS Contract Manager, Principal, Computer Technical Specialists, M-DCPS Instructional and Support Staff, SPED teachers,	8/14/06	8/7/07	Transition and Articulation Programs	\$0.00

Enhancement Program Quality Assurance Review.	Staffing Specialists, Alternative Education Supervisor, M-DCPS SPED Program Specialist, Transition Specialist, DJJ Compliance Specialists, Contracted DJJ Provider Directors and Staff				
Conduct bi-annual reviews of all contracted educational programs utilizing the M-DCPS Contracted Agency Compliance Monitoring Report.	Principal, Computer Technical Specialists, M-DCPS Instructional and Support Staff, SPED teachers, Staffing Specialists, Alternative Education Supervisor, M-DCPS SPED Program Specialist, Contracted Directors and Staff	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide corrective action to any and all deficiencies as identified during the bi-annual Contracted Agency Compliance Monitoring Report review.	Principal, Computer Technical Specialists, M-DCPS Instructional and Support Staff, SPED teachers, Staffing Specialists, Alternative Education Supervisor, M-DCPS SPED Program Specialist, Contracted Directors and Staff	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Quality Assurance Standards set forth by the Florida Department of Juvenile Justice (DJJ), Juvenile Justice Educational Enhancement Program (JJEED) and the Florida Department of Education (FLDOE)

Professional Development

The Educational Alternative Outreach Program Contracted Agency Compliance Monitoring Team of administrative and support staff will provide the annual compliance monitoring team building in-service. On site visitations will be conducted to further assist contracted directors and educators fulfill all Florida state mandates and M-DCPS policies and procedures.

Evaluation

The programs will be bi-annually evaluated using the criteria set forth by the Contracted Agency Compliance Monitoring Report and annually the Department of Juvenile Justice/Juvenile Justice Educational Enhancement Program Quality Assurance Standards.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The amount of Twenty Thousand Dollars (\$20,000.00) will be used to provide incentives for students passing the FCAT and to improve student attendance. In addition, our program is now involved in the creation of the Parent Advisory Council (PAC) through Title I.

Training:

The EESAC Council has recommended that intensive training be provided in the areas of Reading and Mathematics, as well as, follow up training sessions for the teachers who utilize software-based Reading and Math programs. Provide SPED teachers with follow up training on new guidelines. The EESAC committee has collaborated in the formulation of the Student Achievement Enhancement Allocation Program. According to the 2006-2007 plan, monies are being allocated to offer Reading Endorsement Classes and CRISS training for all instructional staff.

Instructional Materials:

With the assistance of the EESAC, our focus of the 2006-07 school year will be upgrading the Mathematics Intervention and Enrichment Programs.

Technology:

Educational Technology is infused into the curriculum at The Educational Alternative Program centers in a variety of ways. Technology is utilized by students when being introduced to new concepts, reviewing previously learned concepts, accessing progress, publishing projects/assignments, developing computer related skills, exploring and investigating career opportunities/prerequisites and accessing research and reference sources. The use of educational technology curriculum software is targeted at a specific range of grade levels. Students are initially placed into the program at a grade level recommended by the teacher through the use of placement testing. Teachers can monitor the progress of individual students through a variety of on-line reporting options. The EAOP utilizes the following curriculum software applications: Computer Curriculum Corporation SuccessMaker Subjects; Language Arts, Math, Science, GED, Grade Levels 1- 12, The Learning Company; Cornerstone Subjects, Language Arts, Math, Science, GED, Grade Levels; 3-8 The Learning Company; Skillsbank 4 Subjects, Language Arts, Math, Science, GED Grade Levels: 6-adult; Riverdeep - Destination Math and Tangible Math/ Science Explorer and Gateways, Subjects; Math and Science Grade Levels, 4-12 Barons GED Subjects, GED Preparation Grade Levels, 6-12; Renaissance Learning-STAR Reading and Math Subjects, Reading and Math level Assessment Grade Levels: 1-12.

Staffing:

The EESAC committee has hired 4 Title I Teachers to serve as tutors to the students attending our Contracted centers. After-school tutoring and intensive reading instruction in the content areas will also be offered through the use of teachers working under the Title I Program.

Student Support Services:

E.A.O.P. has a Trust Counselor in place who visits various centers and provides individual and group counseling. Although the different agencies provide in-house counseling, the EESAC committee has recommended hiring additional M-DCPS Trust Counselors and social workers to improve the existing social services to all centers.

Other Matters of Resource Allocation:

Recommendation was made that a Behavior Modification Plan/Program be implemented at all E.A.O.P. centers. The possible hiring of a Behavior Management Teacher would assist in this effort.

Benchmarking:

The school match for our program is Coral Park Senior High School. Our collaborative plans are based on the fact that Outreach's Level I and Level II student scores corresponds to the Level I and Level II student scores at Coral Park Senior High School. Both schools have concurred to address and assess similar benchmarks. Moreover, by using a local school, our leadership team and instructional staff will be able to confer on successes and best practices. In comparing and contrasting our overall program to other schools, the following findings indicate that JRE Lee Center, Miami Douglas MacArthur Senior, Academy for Community Education, Jan Mann Opportunity Education and other Alternative programs fall into the same categories in regards to student ethnic demographics, incidents data, and student performance.

School Safety & Discipline:

Besides the various programs that are implemented at the E.A.O.P., such as Do the Right Thing, DARE, and various Trust Counselor programs; the EESAC committee has recommended to plan and implement a program-wide Behavior Modification program that will motivate students to internalize positive attitudes towards following rules, and consequently improving the school's discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$85,000.00
Goal 2: Mathematics	\$160,000.00
Goal 3: Writing	\$20,000.00
Goal 4: Science	\$90,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$5,500.00
Goal 7: Technology	\$65,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$9,000.00
Goal 10: Return On Investment	\$0.00
Goal 11: Other	\$0.00
Total:	\$434,500.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent