
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 8019 - Academy for Community Education

FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Carlos Cambo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Academy for Community Education

The Academy for Community Education (ACE) encourages a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making cadre, the Education Excellence School Advisory Council (EESAC). The school has been successful in achieving its academic goals for the 2005-2006 school year and will aim to improve performance on all objectives for the 2006-2007 school year. Our programs are aimed at encouraging both the academic and emotional success of all students enrolled. We will focus on specific programs which will assist our students in improving their academic performance in reading, writing, mathematics, and science. Furthermore, our focus will be on additional areas through which we will improve the overall climate and achievement of ACE. The school will provide an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders will be considered as an essential part of our program. The ongoing communication between the school leadership team and the stakeholders will enable us to provide educational programs that are tailored to the students' needs.

Given instruction using the Sunshine State Standards, 51 percent of students in grades nine and ten will score at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, 56% of students in grades 9 and 10 will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction in the Sunshine State Standards and the Competency Based Curriculum, students at the Academy for Community Education will improve writing performance as evidenced by a one percentage point increase in the number of students scoring 3.5 or higher on the 2007 FCAT Writing administration.

Given instruction using the Sunshine State Standards, 23 percent of students in grade eleven score at Level 3 or higher in the 2007 administration of the FCAT Science test.

Given school-wide emphasis on parental involvement, parental participation in school sponsored activities will improve as evidenced by increased documented parent participation logs.

Given alternative strategies to discipline students the indoor and outdoor suspension rate at ACE will decrease 5 percent as evidenced by the suspension report.

Given school-wide emphasis on computer-based software programs, student use of technology will improve 5 percent in the 2006-2007 school year as compared to the 2005-2006 school year as documented by access to and completion of Academy of Reading, as well as FCAT Explorer and Florida Virtual School.

Given instruction using the National Standards for Physical Education, students in grades 9 through 12 will improve their physical fitness by 5 percent increase as measured by the pre and post test results.

Given scheduling constrictions placed on students through the Secondary Reform Act and rigorous content area initiatives, the availability of electives will increase by 5 percent as measured by the total number of elective courses offered.

ACE will improve its ranking on the State of Florida ROI index publication from the 6th percentile in 2005 to the 25th percentile.

The results of OPIS as part of the school survey indicates that the lowest scores were gathered in the areas of Strategic Planning, Leadership, and Process Management. Both faculty and staff felt that the organization did not ask for their ideas as part of the Strategic Planning component. Stakeholders also felt undervalued or unrecognized for their work.

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.

Academy for Community Education

VISION

To provide the best education possible to all students.

MISSION

The mission of the Academy for Community Education is to provide an active and interactive learning and working environment where at-risk students are empowered to achieve and succeed academically, socially, technologically and economically in order to attain meaningful employment and competitive career skills in a multicultural and diverse global society.

CORE VALUES

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

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

Excellence: We pursue the highest standards in all we do.

School Demographics

The Academy for Community Education is an alternative high school (grades 9-12) which offers education to students who have been identified as being at high risk of dropping out due to habitual truancy, lack of motivation, disruptive behavior, or an extreme disinterest in school. The core values of the school focus on bringing each student as close as possible to the apex of his/her potential through high academic standards and expectations, behavior modification, and character education. Other values stem from the notions that each learner is unique, yet all children can learn; and that time for learning is essential and all teachers must be allowed to teach and all children allowed to learn. Disruptive behavior is minimal, and students who continue to disrupt the learning environment are sent to Student Services where they are counseled. Through practical academic strategies, a smaller student body, and culturally sensitive instruction and counseling, students are empowered to achieve academically and socially. Block scheduling at the Academy is designed to provide students with the opportunity to engage in active learners, to be taught on their own academic levels, and in their varied learning styles, while striving to attain established standards and benchmarks. Academically, these at-risk students are usually in need of remediation and/or other specialized services. Socially, they often come from dysfunctional families, have learned aggressive behaviors, have histories of abuse, have experienced poverty, have been without caregivers, and/or have other problems calling for special and specific counseling. Many students require "kid glove handling" due to intense sensitivity from traumatic experiences and losses.

Teaching methodologies for academic and behavioral learning combine accountability, high expectations, and identified standards with the best of various curricula to aid students in meeting the Sunshine State Standards. Learning strategies are based on the Competency-Based Curriculum and further developed through the use of the Comprehensive Reading Plan, the District Literacy Plan, and Microsoft Office User Specialist Certification (MOUS). The Teenage Parent Program (TAP) and the vocational offering of On-the-Job Training (OJT) extend our provisions for student needs. Additional programs in behavior modification, athletics, individual and group counseling, and career mentoring meet multiple needs of students, guiding them to recognize alternative choices that can change the patterns of previously experienced failure. Utilization of FIU psychology interns, cooperation with the Switchboard of Miami and networking with other outside services allow for student contact with a broad spectrum of resources. The personal interest and professional support imparted to our students help them to stabilize, then develop a clear focus for learning while setting goals and planning for future success.

Enrollment at the Academy is approximately 110. The student body is drawn from all of Miami-Dade County and represents every major ethnic group and economic level of the county. Admission is achieved through orientation and interview of student and parent. Seniors receive a regular diploma after meeting the Florida state requirements for graduation. Critical Success Factors contributing to the achievement of the vision/mission of the Academy for Community Education include dedicated leadership and staff who are committed to the school, its philosophy of learning as the ultimate priority, and procedures that ensure the safety of the learning environment. ACE is comprised of twenty-three dedicated and talented faculty and staff members who have chosen to work with challenged and challenging young people. Four members hold master's degrees. The ethnic composition of the degreed staff is six Hispanic, one black, and seven white; additional staff include two Hispanic and five black. The gender distribution is fourteen female and eight male. Several staff members have been with ACE over 10 years and have served as active participants in planning, implementing, and re-tooling the unique structure of the school program. The Educational Excellence School Advisory Council includes representatives of all stakeholders. Stakeholder input is sought in a variety of ways, such as informal surveys, individual conversations, and collaborative meetings. Innovation is encouraged and new ideas are welcomed. Currently the school is implementing an eight credit yearly schedule to facilitate credit recovery and credit acceleration. Parenting support includes providing telephone contact, administrative discussion with parents as academic or behavior problems arise, and one-to-one conferences, as well as referrals to appropriate agencies that address parenting skills and effective communication. Mail outs are sent to keep parents in touch with the school and the students; progress reports and report cards are mailed rather than sent home with students.

ACE is located in the city of Coral Gables, Florida, in a facility built in the 1920s and remodeled in the 1950s. The fact that the building is acutely inadequate for the seven programs it serves is one of the challenges facing the school. Classroom space, private office space, and parking areas are all needed for ACE. The current operating budget of the school cannot begin to address these inadequacies. There is no space for a media center; there are no physical education grounds or facilities for the Physical Education students to dress. The extreme lack of space and lack of privacy are constraints to the best learning situation and to proper counseling and discussion conditions for students, staff, and parents. Fire safety requirements limit the number of students comfortably served and the ease of movement. A challenge is also experienced both in guiding students to remain in school until graduation and in preparing students to make the transition from school to work. Problems faced as a result of student profile include lack of motivation, depression, and extraordinary family circumstances. In addition, students are often affected by a lack of self-confidence, low self-esteem, poor life style habits, risky behaviors, and deficient study skills. The educational program design and development are also challenged by time constraints.

There is insufficient planning time for teachers to prepare and develop multiple lesson plans, yet their commitment to the students and the program continues to drive the strategic planning process. Problems are exacerbated by capital improvements projected to begin in August 2006 through August 2007. During the major construction project some classes will be relocated or combined. The challenge to maintain a safe learning environment conducive to learning during renovations will add to our concerns.

School Foundation

Leadership:

The leadership team at the Academy for Community Education (ACE) will endeavor to create a positive relationship with all stakeholders; this will undoubtedly have a direct impact and benefit on the overall climate of the school. Results of the survey yielded a score of 4.3 for this category. The highest scores on this category was exemplified by a 4.7 in answer to "I know my work location's mission (what it is trying to accomplish), as well as by a 4.6 response to the statements "My supervisor uses our work location's values to guide us," and "My work location lets me know what it thinks is most important." The lowest score in this category appeared as a 4.4; staff did not rate this question as highly as the rest because they felt that their organization did not often ask them "what they thought." The principal will employ a survey which will be administered four times during the year to address this category. The school has been able to involve all stakeholders in the day to day operation of the school by sharing all initiatives with EESAC.

District Strategic Planning Alignment:

The goals and objectives of the school include reading, mathematics, writing, science, parental involvement, discipline and safety, technology, health and physical fitness, as well as enrichment/electives. Each had to devise strategies that corresponded to the objectives. They held meetings with their departments and sought modifications to the original plan. They each submitted strategies that corresponded to the objectives. They held meetings with their departments and sought modifications to the original plan. They each submitted strategies to the administration for review and approval. The plan was then presented to EESAC for further input. A team of two teachers/staff also reviewed the plan for corrections. Results of the survey yielded a total score of 4.2 as part of the Strategic Planning category. The highest scores in this category came as 4.3 in response to the statements, "I know how to tell if we are making progress on my work group's part of the plan", as well as, "I know the parts of my work location's plan that will affect me and my work." The lowest score on this category was 4.0 which came in response to the statement, "As it plans for the future, my organization asks for my ideas". The principal will employ both EESAC and the Leadership Team to assist with disseminating information to faculty and staff in reference to overall improvement.

Stakeholder Engagement:

The administrative staff will share the results of the School Climate Survey and will hold meetings with pertinent staff to address all areas of concern. Stakeholders are satisfied with the progress of the school as it improved forty-five points on the 2006 FCAT score. The community feels that the school is safe and secure; they are also cognizant of the emphasis on academics and rigorous curriculum by faculty and staff. Results of the survey yielded a score of 4.5 out of a possible five points in the Customer and Market Focus category. Individual scores ranged from 4.4 in answer to statement, "I know who my most important customers are" and 4.3 in response to the statement, "I keep in touch with my customers" to 4.3 in answer to the statements "I am allowed to make decisions to solve problems for my customers" and "I ask my customers if they are satisfied or dissatisfied with my work". All stakeholders have been given greater access to school operations through an active, fluid EESAC, which represents all individual groups.

Faculty & Staff:

The school employs a team approach to curriculum and instruction and to the overall operation of the building. The

Leadership Team, which is composed of teachers, student services, and administrators, serve to lay the ground work for all academic initiatives. Furthermore, teams of teachers work during the summer months to develop innovative plans that are presented to the faculty for implementation during the regular school year as part of Opening of School meetings. Examples of these include school-wide reading and writing initiatives, faculty in-services and workshops for early release days, and curricular initiatives including collaborative planning for all grade level and subject area teachers. Results of the survey for the Human Resource Focus category yielded an average of 4.2 out of a possible five points. Average scores ranged from 4.2 in answer to the statements, "I can make changes that will improve my work", and "The people I work with cooperate and work as a team" to 3.9 in answer to the statement "I have a safe workplace". The principal will promote advancement by sending faculty and staff to workshops and by e-mailing and posting job openings.

Data/Information/Knowledge Management:

Results of the 2006 FCAT administration have been shared with faculty both on an individual student basis and as part of FCAT clusters. The faculty has also been trained in how to examine the strands for reading, mathematics, and science in order to improve and monitor daily instruction. Language Arts teachers have received the statistical analysis of their writing scores and the results of both the persuasive and expository prompts. After school tutorial services targeting all students include the administration and analysis of the Gates McGinitie test to each individual student. Each teacher/tutor will emphasize the areas that need remediation on an individual basis. Reading teachers will also administer the MAZE Cloze test three times a year. Results will be tabulated and entered by the reading teachers in order to monitor progress and drive instruction. All teachers attend training sessions to assist them with data analysis and posting their grades on the electronic gradebook. This also serves as a constant monitoring of student progress and teacher instructional management.

Results of the survey for the Measurement, Analysis, and Knowledge Management category yielded an average score of 4.5 out of a possible five points. The survey recorded an average of 4.6 in the areas that measured analysis and quality of work. Answers also ranged from 4.3 to 4.6 in the individual areas which addressed the organization's measures of improvement as well as the dissemination of important information. Therefore, the school will continue to share all FCAT data and individual assessment data for the progress, improvement and monitoring of instruction.

Education Design:

The school relies on several committees to provide input, effectuate change and reform, and drive the overall functioning of the school. EESAC examines areas where improvement might be needed, listens to the budgetary constraints of the school, and makes recommendations and disburses monetary allocations to the school. The Leadership Team is composed of teachers, student services, and administrators. They analyze data, examine programs, and assist with the instructional focus and direction of the school. These bodies meet with their constituents and ensure the development and coordination of all instructional reforms.

Results of the survey yielded an average score of 4.1 out of a possible five points for this category. Individual scores ranged from 3.6 to 4.3. Employees gave high marks to statements such as "My organization obeys laws and regulations;" " My work products meet all requirements for high quality and excellence;" "My organization has high standards and ethics;" and "I am satisfied with my job." The lowest score was obtained with the statement, "I know how well my organization is doing financially," yielding a score of 3.6. The principal will review the budgets with the faculty and staff, as well as with EESAC, to allow for widespread knowledge and understanding of this issue.

Performance Results:

An analysis of the school's Student Case Management Suspension Summary for the 2005-2006 school year has yielded data which indicates that there were 2 indoor suspension days and 499 outdoor suspension days.

Results of the survey for the Process Management category yielded an average score of 3.6 out of a possible five points. All scores ranged from 3.6 to 4.1 on the individual items. Respondents agreed with the statement "I have control over my work processes;" they also agreed with the statement, "I collect information (data) about the quality of my job". The principal will continue to address this category through faculty meetings, Early Release in-services, and regular communication to all stakeholders.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will improve reading skills.

Needs Assessment

Twenty-three of the total student population met high standards in reading, while fifty-two percent of the total student population made learning gains. The percent of Level 3 or higher increased from 17 in the 2005 administration of the FCAT Reading Test to 23 in 2006.

All content cluster Reading scores for 2006 improved over 2005, however, they are still below district and state averages. The scores are as follows:

Words & Phrases 40%, Main Purpose 50%, Comparisons 61%, Reference and Research 56%.

All clusters are in need of improvement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 51 percent of student s in grades nine and ten will score at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a nine-week Instructional Focus Calendar and instructional strategies including assessments to monitor progress in achieving the Sunshine State Standards.	Assistant Principal; Language Arts Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Intensive Reading classes on a daily basis to all students scoring at achievement levels 1 and 2 on the 2006 FCAT.	Administrators; Language Arts Department Chairperson; Reading Department Chairperson; Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize programs such as Academy of Reading and FCAT Explorer to reinforce and enhance reading skills.	Administrators; Reading Department Chairperson; Technology Coordinator; Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review results of the MAZE Cloze Test to assist individual students in the areas of fluency and comprehension.	Reading Department Chairperson' Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide driven data instruction in Intensive Reading classes by utilizing the eight step Continuous Improvement Model process.	Administrators: Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Access and provide to reading and language teachers, individual reading skills deficiency data for Level 1 students to facilitate instructional planning addressing FCAT reading skill areas (words and phrases, main idea, author's purpose, making comparisons, and the utilization of reference and research skills).	Administrators: Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide supplementary reading instruction to students through paraprofessional support staff and tutorial reading activities.	Administrators: Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$4000.00
Require teachers to utilize CRISS strategies and Reciprocal Teaching strategies in Reading classes.	Administrator: Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$2000.00
Utilize the Academy of Reading program to reinforce phonemic skills for Level 1 students	Administrator: Language Arts Teacher	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

with decoding difficulties.					
Meet and confer with students and their families to review student needs and conduct "test talks".	Administrator: Language Arts Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Facilitate District School Site visitations each semester.	Administrators: Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$200.00
Implement an after school tutoring program four days a week for students in grades 9-12 on FCAT scores and who will receive remediation in low scoring areas.	Administration; Tutoring Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$3000.00

Research-Based Programs

1. The Academy of Reading
2. Read XL Program, grades 9-12 (tentative)

Professional Development

Professional development of teachers will include training in data analysis, Creating Independence through Student-owned Strategies (CRISS), and writing across the content areas. Curriculum mapping and cross-curriculum planning will also be implemented. Specific inservices focusing on reading strategies, as Read XL and Academy of Reading, will also be offered.

Evaluation

The school will utilize the Florida Comprehensive Assessment Test (FCAT) Reading. The school will also employ the MAZE test for all students scoring at FCAT achievement levels 1 and 2. Quarterly reading tests will be administered to all students and will be differentiated by grade level and benchmarks covered. These will be graded through Edusoft in order to provide teachers with an accurate analysis of each individual student's areas of weakness.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will improve in mathematics.

Needs Assessment

Thirty-six percent of the total student population met high standards in mathematics. Three percent of 9th and 10th grade students scoring at Level 1 or higher increased from 23 in the 2005 administration of the FCAT Mathematics Test to 36 in 2006.

All content cluster mathematics scores for 2006 improved over 2005, however, they are still below district and state averages. The scores are as follows:

- a) Number Sense - 42%
- b) Measurement - 29%
- c) Geometry - 28%
- d) Algebraic Thinking - 33%
- e) Data Analysis - 37%

All clusters are in need of improvement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 56% of students in grades 9 and 10 will score at Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create Intensive Mathematics classes for all students who score at FCAT Levels 1 and 2.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Contact parents of individual students not meeting benchmarks through a progress report with areas of completion/non-completion generated by the classroom teacher on quarterly basis.	Administrators; Mathematics Department Chairpersons; Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve teachers in on-going data-driven decision making by providing them with all available data to enable an analysis of the progress of their students.	Administrators; Mathematics Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide access to the after school tutoring program to remediate areas of deficiency, focusing on Data Analysis and Measurement. Tutoring will also be offered to students in Advanced Academics.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$3000.00

Research-Based Programs

1. FCAT Explorer

Professional Development

1. Data analysis; linking data to instruction
2. FCAT Explorer
3. Creating Independence through Student-owned Strategies (CRISS)
5. Continuous Improvement Model

Evaluation

The success of this objective will be measured by results on the mathematics portion of the 2007 FCAT. Students' achievement will also be monitored through quarterly grade level/subject areas assessments. Teachers will also utilize research-based software to diagnose and monitor progress in mathematics.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

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

GOAL 3 STATEMENT:

Students at the Academy for Community Education will achieve proficiency in writing skills as measured by a one percentage point increase in the number of students attaining a score at or above 3.5 on the 2007 FCAT Writing administration. All students will be able to incorporate the following elements in their writing; focus, organization, support, and conventions. All students will be able to communicate effectively through writing.

Needs Assessment

The percent of ninth grade students scoring at 3.5 and above decreased from 84 percent to 77 percent. The mean score decreased from 3.8 in 2005 to 3.7 in 2006. The school did not meet Adequate Yearly Progress.

Analysis of FCAT data yielded that students received a mean score of 3.8 in the Expository prompt; however, the mean score for the Persuasive prompt was 3.7.

Both areas are in need of improvement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction in the Sunshine State Standards and the Competency Based Curriculum, students at the Academy for Community Education will improve writing performance as evidenced by a one percentage point increase in the number of student scoring 3.5 or higher on the 2007 FCAT Writing administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with monthly writing prompts and allow them to use peer review as well as on-line rubrics for assessment that meet the Sunshine State Standards.	Administration; Language Arts Department Chairperson; ESE Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement quarterly writing assessments using the rubric that follows state standards.	Administration; Language Arts Department Chairperson; ESE Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills through daily instruction.	Administration; Language Arts Department Chairperson, ESE Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement monthly timed writings through expository and persuasive prompts and implement a timed five paragraph essay as part of the midterm exam to increase students' ability to write highly proficient essays.	Administration: Language Arts Department Chairperson, ESE Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the use of writing strategies across the curriculum.	Administration/ Staff	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Prepare tenth grade students for the FCAT Writing administration by providing diversified expository and persuasive prompt writing exercises in both language arts and content area classes.	Administration: Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide writing practice through students recording their responses and thoughts in learning logs or journals.	Administration: Language Arts Department Chairperson, ESE Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Familiarize students with writing samples having scores of 3.5 or higher for modeling purposes.	Administration: Language Arts Department Chairperson, ESE Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Prepare students on the techniques of writing short and extended responses, by emphasizing sentence completion, the use of topic sentences, supporting details,	Administration: Language Arts Department Chairperson, ESE Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

descriptive language, words in context, and the preparation of complex sentences.					
Develop and implement an advanced (honors) writing class.	Administration; Language Arts Department Chairperson; ESE Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$5000.00
Implement weekly teacher directed lessons which include the following: sentence expansions, one sentence summaries, self-evaluations, peer editing, and journals to improve writing skills.	Administration: Language Arts Department Chairperson; ESE Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

The Reading and Writing Sourcebook by Houghton Mifflin and the Interactive Reader Plus Program by McDougal Littell.

Professional Development

1. Professional Staff Development training in writing across the curriculum.
2. Professional Staff Development training on the techniques of writing and using the rubric writing scale with applications across the curriculum.

Evaluation

Utilize District Approved Quarterly prompts as assessment. Utilize the Florida Comprehensive Assessment Test (FCAT) Writing.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All student will improve their scientific knowledge.

Needs Assessment

The mean scale score on FCAT science remained the same (252), which was below the district/state mean scale score.

Analysis of the FCAT Science data reveals that the percent of correct answers on the individual clusters increased for Earth/Space, Life/Environment, and Scientific Thinking. the percent of correct answers on the Earth/Space content cluster was 27 percent. The percent of correct answers on the Life/Environmental content cluster was 33 percent. The percent of correct answers on the Scientific Thinking content cluster was 42 percent. In addition, the percent of correct answers on the Physical/Chemical content cluster 31 percent.

All content cluster science scores for 2006 improved over 2005, however, they are still below district and state averages. The scores are as follows:

- a) Physical and Chemical Sciences - 31%
- b) Earth and Space Sciences - 27%
- c) Life and Environmental Sciences - 33%
- d) Scientific Thinking - 42%

All clusters are in need of improvement.

Measurable Objective

Given instruction using the Sunshine State Standards, 23 percent of students in grade eleven score at Level 3 or higher in the 2007 administration of the FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the daily use of process skills through group work in writing, technology, and inquiry based thinking skills for 11th grade science classes to monitor mastery of Sunshine State Standards.	Administrators; Science Department Chairperson and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Sunshine State Standards in all science classes on a daily basis.	Administrators; Science Department Chairperson and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and encourage professional development activities on a monthly basis which strengthen the teachers' skills and science strategies which assist students in meeting Sunshine State Standards.	Administrators.	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Increase all students' participation in science hands-on activities and laboratory work by conducting weekly experiments/observations that will lead students towards mastery of the Sunshine State Standards.	Administrators; Science Department Chairperson and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$60000.00

Research-Based Programs

1.

Professional Development

1. Data analysis: Linking data to instruction
2. Creating Independence through Student-owned Strategies (CRISS)
3. Instructional Focus Calendars
4. Continuous Improvement Model

Evaluation

Performance in science will be evaluated by scores on the 2007 administration of the FCAT science test. FCAT based quarterly assessments will be used to monitor progress in all eleventh grade science classes. Data will be collected and analyzed through Edusoft.

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

The school will provide an environment that allows parents and educators to work collaboratively to foster academic achievement.

Needs Assessment

A large number of parents from the Academy for Community Education community are employed in more than one job, with limited spare time to attend to their children's academic and social activities. Furthermore, almost all of the students are transported.

Measurable Objective

Given school-wide emphasis on parental involvement, parental participation in school sponsored activities will improve as evidenced by increased documented parent participation logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parents with strategies that can be used at home to support academic achievement through print and verbal information given out during weekly parent/teacher conferences and meetings.	Administration: Guidance	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer referrals to Parent Academy.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct quarterly EESAC meetings to provide updates to parent and community representatives about school improvement efforts.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parents with strategies given at scheduled parent-teacher conferences through the Student Services personnel who will assist with information regarding student progress and course requirements.	Administrators; Technology Coordinators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement a PTSA.	Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

1. Families Building Better Readers

Professional Development

1. Quarterly EESAC Meetings
2. Workshops from the Student Services/Administration personnel as part of Open House.

Evaluation

1. Workshop attendance roster.
2. EESAC attendance roster.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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<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

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

GOAL 6 STATEMENT:

The Academy for Community Education (ACE) will provide a safe and disciplined environment for all students. The school will promote programs and practices that facilitate a safe and disciplined environment for all students.

Needs Assessment

The 2005-2006 ACE suspension report documented 499 outdoor suspension days and 2 indoor suspensions days. Furthermore, there were no serious incidents reported during the 2005-2006 school year.

Measurable Objective

Given alternative strategies to discipline students the indoor and outdoor suspension rate at ACE will decrease 5 percent as evidenced by the suspension report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
The "Grid System" will be utilized to reinforce positive behavior in all students every nine-week period.	Administrators: Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the high school transition: Orientation for 9th grade students program where the guidance counselor will teach lessons on a monthly basis on social/personal strategies.	Administrators: Guidance Counselor	9/11/2006	5/1/2007	District Strategic Plan	\$0.00
Implement a peer mediation program through student aides which will be trained in daily application of conflict resolution strategies.	Administrators: TRUST Counselor	9/1/2006	5/30/2007	District Strategic Plan	\$0.00
Implement after school once a week to address minor behavior infractions.	Administrators: Program Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Implement counseling sessions on a weekly basis that will be provided for any student who incurs a written referral for discipline.	Administrators: Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00

Research-Based Programs

1. Review of Educational Research, Vol.66, No.4 - Conflict Prevention & Peer Mediation National Findings. Peer Mediation is used to reinforce positive behavior to improve overall discipline in the school.

Professional Development

1. A classroom management in-service will be held on an early release day.
2. Teachers with a high number of referrals will be offered additional assistance through district training opportunities on classroom management and through mentoring with the discipline representative from the school-based professional growth team.

Evaluation

The success of these alternative strategies will be measured by a decrease in 5 percent in the indoor and outdoor suspension rate for ACE as monitored by the suspension report. In addition, there will not be any serious incidents reported.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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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:

The school is committed to the enhancement of technology for both students and staff.

Needs Assessment

All students in Intensive Reading and Intensive Mathematics, as well as those students who have failed either language arts or mathematics during the previous school year, are in need of exposure to software programs to facilitate application and to recover any failed courses. Students need to complete these lessons as part of their regular school day through scheduled time in the computer laboratories which operate with the assistance of a computer aide and a technology coordinator. Students in computer classes will also have access to computer-based productivity software programs to facilitate application in content area classes. Students must be able to use productivity tools to enhance learning, increase output, and promote creativity.

Measurable Objective

Given school-wide emphasis on computer-based software programs, student use of technology will improve 5 percent in the 2006-2007 school year as compared to the 2005-2006 school year as documented by access to and completion of Academy of Reading, as well as FCAT Explorer and Florida Virtual School.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of technology staff development activities.	Administrators: Technology Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase students in Florida Virtual School.	Administrators: Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the assignment of intensive reading and mathematics classes to computer labs on a mandatory weekly basis for completion of lessons.	Administrators: Technology Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$20000.00
Increase the use of the Academy of Reading by Level 1 and Level 2 students.	Administrators: Technology Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$20000.00

Research-Based Programs

1. Academy of Reading

Professional Development

In house staff development activities will be conducted both formally and informally on the use of the listed computer programs. The activities will be conducted by the computer specialists and other computer proficient staff members.

Evaluation

The improvement in the use of technology will be measured by student usage reports of the Academy of Reading reports. In addition to this, student pull-out, in-school, after-school and at-home FCAT Explorer tutorial services will be assessed and monitored by the number of completed lessons.

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 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 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

To properly assess both student fitness performance and programmatic success, it is recommended that the school administer a pre- and post test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

Given instruction using the National Standards for Physical Education, students in grades 9 through 12 will improve their physical fitness by 5 percent increase as measured by the pre and post test results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer the FITNESSGRAM fitness test twice a year to all students and compile and analyze data on a pre-post test format.	Administrators: Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train students for muscular endurance, muscular strength, cardiovascular efficiency and flexibility.	Administrators: Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities on a daily basis through observation.	Administrators: Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

1. National Standards for Physical Education, which identify what students should know and be able to do as a result of quality, daily physical education programs.
2. FITNESSGRAM test program.

Professional Development

The physical education teacher will receive training in the FITNESSGRAM test program. The physical education teacher will be encouraged to attend district inservices and workshops.

Evaluation

The school will administer the FITNESSGRAM, health related fitness test to all students. Preliminary data will be gathered as part of a pre-test to establish a baseline. Final data will be gathered as part of the post-test. The physical education teacher will monitor fitness through daily exercises.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricula.

Needs Assessment

The school has seen a decline in enrollment in elective courses due to the impact of the Secondary School Reform Act, The No Child Left Behind Act, and the numerous initiatives which support rigorous content area focus. Therefore, the school needs to increase its elective offerings through sixth period supplement.

Measurable Objective

Given scheduling constrictions placed on students through the Secondary Reform Act and rigorous content area initiatives, the availability of electives will increase by 5 percent as measured by the total number of elective courses offered.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer six sections of art on a daily basis to all students.	Administrators: Art Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Offer one section of newspaper as an additional teaching period.	Administration	8/14/2006	5/30/2007	Expanding arts opportunities	\$5000.00
Offer 10 sections of computer/technology/vocational education.	Administration	8/14/2006	5/30/2007	Expanding arts opportunities	\$5000.00
Offer two sections of Physical Fitness.	Administration: Physical Education Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$5000.00

Research-Based Programs

N/A

Professional Development

The elective teachers are encouraged to attend district meetings and in-services. They are also encouraged to complete technology-based in-services which will assist with the development of curriculum and instruction. They will also receive training on the Continuous Improvement Model.

Evaluation

Monitoring will take place through modification of the curriculum bulletin, master schedule, and subject selection sheets to ascertain both sections and course offerings. The school's budget for personnel and supplements will reflect all strategies.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

The Academy for Community Education (ACE) will rank at or above the 10 percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that ACE ranked at the 6th percentile on the State of Florida ROI index for the 2005-2006 school year. Therefore, there is a need to improve this ranking.

Measurable Objective

ACE will improve its ranking on the State of Florida ROI index publication from the 6th percentile in 2005 to the 25th percentile.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal, Department Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use purchased programs effectively and increase student participation.	Principal, Assistant Principal, Instructional personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal, Department Chairs, all Instructional personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide strategies to parents for their student's academic improvement.	Principal, Assistant Principal, Department Chairs, All Instructional personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify lowest quartile students, in reading and/or mathematics early and provide additional assistance.	Principal, Assistant Principal, All Instructional personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

The principal will offer on-going budget status workshops to both faculty and staff through meetings and training sessions.

Evaluation

ACE will show progress toward reaching the 25th percentile as evidenced on the Return On Investment (ROI) index report for the 2006-2007 school year.

EESAC Compliance

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

Budget:

EESAC has full knowledge of the total amount of money which they have in their account; the current total is \$3,193.00. The Council accepts proposals from faculty and staff and decides funding based on specific needs, areas being serviced, and number of students impacted. EESAC has also listened to the budgetary constraints and school budget deficit which have been outlined by the principal.

Training:

The principal has trained EESAC members on school budget. The assistant principal has also trained members on the School Improvement Plan and overall data analysis. All members are kept abreast of all different initiatives pertaining to the school.

Instructional Materials:

EESAC is aware of the instructional materials used by all teachers in the classrooms. Student Council members who sit on EESAC are also aware of the materials employed for classroom instruction.

Technology:

EESAC is aware of all the technology initiatives implemented by the school.

Staffing:

EESAC has been made aware of the Staffing Authorization for the school. They have been trained by the principal on budgetary constraints and on the decisions involved in keeping all instructional personnel on staff. The principal has explained to the committee his commitment to curriculum and instruction through the acquisition and retention of personnel.

Student Support Services:

EESAC members have been made aware of extended tutorial services for students. This program has been offered as part of the community school support of the general education program. The students services personnel also supports students through academic and personal counseling, career goals, and transitional high school activities for ninth grade students.

Other Matters of Resource Allocation:

Teachers have approached EESAC with several matters for which they seek monetary support. EESAC has supported several initiatives through the allocation of funds for both individual teachers as well as the school as a whole.

Benchmarking:

EESAC has been made aware of all the different academic initiatives and programs which assist students in meeting all benchmarks in the areas of reading, writing, mathematics, and science. Teachers work toward the development and implementation of these benchmarks through their daily lesson plans and the implementation of the Continuous Improvement Model.

School Safety & Discipline:

The school Discipline Committee meets weekly. They meet to review the overall climate of the school as it pertains to safety. The School Climate Survey for the 2005-2006 school year yielded that 80 percent of parents stated that their child's school was safe and secure.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$9,200.00
Goal 2: Mathematics	\$3,000.00
Goal 3: Writing	\$5,000.00
Goal 4: Science	\$61,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$3,000.00
Goal 7: Technology	\$40,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$15,000.00
Goal 10: Return On Investment	\$0.00
Total:	\$136,200.00

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