
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 8101 - Jan Mann Opportunity Education Center

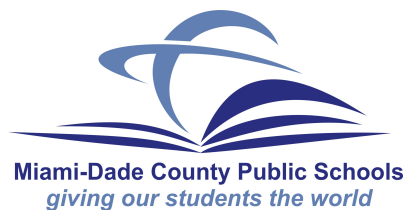
FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Deborah Carter

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Jan Mann Opportunity Education Center

The administration, faculty and staff of Jan Mann Opportunity School are dedicated to providing an innovative education program in which all students will be actively engaged in learning. Through comprehensive and balanced curricula, we provide a clean, safe and positive environment where students will experience academic and personal growth. We believe that students can be successful as they become critical and compassionate thinkers, lifelong learners and achievers in a global society.

Given instruction based on the Sunshine State Standards, students in grades six, seventh, and eighth will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, African American students in grades six, seventh, and eighth will increase their reading skills as evidenced by a minimum of 51% of student scoring at or above Achievement level 3 on the 2007 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Hispanic students in grades six, seventh, and eighth will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades, six, seventh and eighth will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades six, seventh, and eight will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades six, seventh, and eighth will increase their mathematics skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, African American students in grades six, seventh, and eighth will increase their mathematics skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades six, seventh, and eighth will increase their reading skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics.

Given instruction using the Sunshine State Standards, eighth grade students will increase their writing skills as evidenced by 44% of students scoring 3.5 or higher on the 2007 administration of the FCAT

Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade eighth will increase their content knowledge and scientific thinking skills as evidenced by 27% of students scoring on or above Achievement Level 3 on the 2007 administration of the FCAT Science Test.

Given schoolwide focus on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the Parent Resource Center attendance logs for the 2005-2006 and 2006-2007 school year.

Reduce the number of disruptive behaviors at Jan Mann Opportunity School by 5% for the 2006-2007 school year as evidenced by the Student Case Management Report which will ensure a safe learning environment.

Given instruction students in grades sixth through eighth will increase their use of technology skills by 10% when the 2005-2006 school year is compared to the 2006-2007 school year.

At least 80% of students in grades sixth through eighth will gain increased awareness of the importance of health and fitness by participating in events and activities relating to health and fitness as evidenced of the results of a pre and post health and fitness survey.

Given the need to expose more students to elective and special areas there will be a 5% increase in the level of student enrollment in electives and special areas when 2005-2006 enrollment data is compared to 2006-2007 enrollment data.

Jan Mann Opportunity School will improve its ranking on the State Return on Index data publication on the next publication.

Jan Mann Opportunity School is an alternative education center that caters to the various needs of students who find it difficult to adjust to the regular school environment. The 2006 Organizational Performance Improvement Snapshot results indicate that the categories of Business Results and Strategic Planning are two challenges for school improvement. In the category of Business Results the item "My work location helps me help my community" posed the most challenge. Jan Mann Opportunity School through the Educational Excellence School Advisory Committee is reaching out to form community alliances. Florida Memorial University has also committed to assist with the school in the 2006-2007 school year to form other community alliances.

In the category of Strategic Planning the item "As it plans for the future, my work location asks for my ideas" posed the most challenge. In an effort to address this challenge department, administrative meetings have been regularly scheduled with faculty input listed as a top agenda item. Our school wide priorities and objectives are outlined in our School Improvement Plan which is accessible to parents, guardians, students and stakeholders who wish to identify and comprehend the purpose of this center as it relates to the total welfare of students. Our mission is to provide quality learning experiences to all students and to motivate them to achieve academically, socially, and vocationally

so that they may be mainstreamed into the regular school setting to become productive members in a continually changing, technological, and global society.

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.

Jan Mann Opportunity Education Center

VISION

The vision of Jan Mann Opportunity School is to be a holistic, culturally diverse center of educational excellence committed to promote world class citizenship skills by altering negative behaviors and uncovering contributing, competitive, and unique skills necessary to the society and the nation.

MISSION

Jan Mann Opportunity School is an alternative education center that caters to the various needs of students who find it difficult to adjust to the regular school environment. Our school wide priorities and objectives are outlined in our School Improvement Plan which is accessible to parents, guardians, students and stakeholders who wish to identify and comprehend the purpose of this center as it relates to the total welfare of students. Our mission is to provide quality learning experiences to all students and to motivate students to achieve academically, socially, and vocationally so that they may be mainstreamed into the regular school setting to become productive members in a world of continuous change.

CORE VALUES

Jan Mann Opportunity School is dedicated to the promotion of a well-rounded student population which demonstrates all the characteristics of student performance in a regular school setting. Our students are well grounded in study skills, commitment to community service, responsible conduct, technological awareness, and the intellectual and social ability to positively impact their environment.

School Demographics

Jan Mann Opportunity School, an alternative education center, is located in Northwest Miami Dade County. The school was established in 1967 and relocated in 1996 to its present location to accommodate 350 students. It is a breathtaking facility which sits on 10.33 acres next door to Florida Memorial University. Jan Mann Opportunity School is a small educational setting that includes approximately three hundred students of multi-ethnic, and low and middle economic backgrounds that are administratively or parentally assigned due to various problematic conditions within the regular school. Students who attend Jan Mann are in grades six, seven, and eighth and reside in the areas north of Flagler Street to the Dade-Broward County Lines and from Collins Avenue West to Hialeah Gardens. The primary objective of Jan Mann is not only to change the negative behaviors and attitudes of the disruptive, disinterested, and truant students but to also provide support for individual needs and desires. Jan Mann has established a variety of special academic programs in which students may participate at his/her own pace, thus providing the opportunity to achieve success and be mainstreamed into the regular school program as a responsible and well adjusted student. Jan Mann, in cooperation with the community, parental and governmental organizations, prepares the student for success in the home and community. Although the school population changes constantly, the school's demographics report from 2006 reflects a 90% African- American and 10% Hispanic student population.

Jan Mann employs a total of seventy-two full time employees. Of this group, three are administrators; thirty-two are instructional staff, three guidance counselors, one media specialist and thirty-three non-instructional staff members. The uniqueness of Jan Mann Opportunity School is a small population. Therefore, students have an opportunity to gain additional instruction as well as remediation. In addition, Jan Mann is a full service center with a dynamic Student Services Department which includes the following members: Grade Level Counselors, School Social Worker, School Psychologist, Career Specialist, Behavior Management Teacher, and a SCSI instructor. Moreover, thirty-eight percent (38%) of the staff has advanced degrees with an average of ten years of teaching experience in Florida.

The student services staff offers a unique program to serve students. The program includes an initial one-on-one counseling session with parents and students upon registration to discuss their entry issues and concerns. When new students arrive to Jan Mann they are required to participate in COPE (Center for Orientation Planning and Evaluation) to orient them to the school's program. Students are also encouraged to achieve while simultaneously focusing upon behavior issues which, in most cases, originated from low self-esteem and poor academic achievement.

To meet the special needs of the school population, Jan Mann has implemented the middle school team concept. Teams include the Student Services department and teachers that meet weekly and conduct home visits to encourage parental support and participation. In addition, the school provides positive interaction and motivational programs, group and extensive one-on-one counseling, and rewards/incentives to assist in impacting the educational process as the school endeavors to curtail problematic students.

School Foundation

Leadership:

Results of the fall 2006 Organization Performance Improvement Snapshot (OPIS) indicate that the Leadership category is the strength of the school. An item analysis of the leadership category reveals the following:

97% of the respondents agreed with the statement "I know my work location's mission (what it is trying to accomplish).

96% of the respondents agreed with the statement "My work location's supervisor shares information about the work location."

92% of the respondents agreed with the statement "My supervisor uses our work location's values to guide us."

90% of the respondents agreed with the statement "My supervisor creates a work environment that helps me do my job."

Deborah A. Carter has been an educator for eighteen years. She served ten years as a classroom teacher and eight years as an assistant principal. This is her second year as principal of Jan Mann Opportunity School.

As a classroom teacher, Mrs. Carter was always at the forefront of curriculum innovation in order to have a positive impact on student achievement. She developed and implemented an individualized curriculum in mathematics that involved frequent assessments. Mrs. Carter's curriculum had such an impact on student achievement that she was selected by the Miami Dade County School District as their runner-up for Teacher of the Year in 1997.

As an Assistant Principal, Mrs. Carter was given the responsibility of student achievement and instructional improvement in a high school which improved from a "D" to a "C". After her second year in this leadership position, the school's grade improved from a C to a B.

In her role as principal, Mrs. Carter is building on her success as an assistant principal for student achievement and instructional improvement. She has spearheaded the instructional reform program at Jan Mann Opportunity School in order to see improvement in student achievement. Ms. Carter has successfully communicated her vision of high expectations to students, faculty, and staff.

Mrs. Carter has moved the school towards institutional changes by presenting a clear and precise plan of action for improving student achievement. Her plan involves a highly individualized focus of instruction for student and an infusion of reading across the curriculum. Mrs. Carter actively encourages staff and parents to assume an active role in the education of all students. She diligently works to provide professional growth and development activities that are driven by the identified weaknesses reflected in student performance data.

Mrs. Carter is certified in Mathematics, Business and Educational Leadership. She has a Master's degree in Educational Leadership and Bachelor's degree in Business Management Organization. Mrs. Carter stays abreast of current educational issues through memberships in professional organizations and reading professional literature. She has also participated in numerous workshops, in-services, seminars, and professional growth activities throughout her career.

Thomas Sippio, Assistant Principal

Thomas Sippio is in his second year as an assistant principal with Jan Mann Opportunity School. However, he has been an assistant principal for 14 years in the Miami-Dade County Public School System. As an administrator, he has worked at Ponce De Leon Middle School, Edison Middle School and North Dade Middle School. While at North Dade Middle School he was the principal's designee in the principal's absence. During the 2000-2001 school year, he represented North Dade Middle School as its Assistant Principal of the Year for Region I.

Mr. Sippio previously taught Mathematics at JRE Lee Opportunity School and at the Juvenile Correctional Institute. He prefers to work with middle school students because he enjoys helping them through this transitional stage of their life. In other words, he enjoys being their mentor and role model.

Finally, Mr. Sippio is a product of the Miami Dade County Public School System where he graduated from Miami Jackson Senior High in 1970. He earned a Bachelor's Degree in Broadcasting and a Masters Degree in Educational Media from the University of Florida. He obtained his Specialist Degree in Educational Leadership from Nova Southeastern University.

District Strategic Planning Alignment:

Jan Mann Opportunity School is currently in the process of a redesigning phase to provide an alternative educational experience that both enables students to meet the demands of a global marketplace, while providing for an educational structure and experience that meet their unique and individual needs.

The effort to redesign Jan Mann Opportunity School proposes to include and reflect Single-gender Program Models, Career Themed School Models, Career Exploration/Licensure Tracks and Community/Business Sponsorships. Such enhancements to Jan Mann Opportunity School will strengthen the overall learning experience and social preparedness of students.

Jan Mann Opportunity School has implemented the Continuous School Improvement Model. The Continuous Improvement Model is comprised of the following instructional steps: data disaggregation, timeline developments, curriculum and instructional focus, tutorials, enrichment, and assessment.

Each academic department at Jan Mann utilizes a teaching learning tool guide which is a curriculum binder designed to help teachers pace the content to be covered for the entire year. This curriculum binder is outlined on the premise of what students are expected to know and be able to achieve as outlined by the Grade Level Expectations of the Florida Sunshine State Standards as well as the objectives from the Miami Dade County Competency Based Curriculum. As part of the instructional focus, thirty minutes is given daily for reinforcement and enrichment for all students. All content area classes, including ESE will follow an instructional focus calendar to include benchmark objectives and assessments. Elective teachers will also receive an instructional focus calendar indicating reading objectives. This will ensure that the instructional focus process as outlined with the instructional steps is implemented efficiently and effectively. For this reason, the process will provide frequent assessments that will yield data to analyze; thereby, providing opportunities to prioritize areas of concerns and allow for intervention, remediation and /or enrichment.

Stakeholder Engagement:

Results of the Operational Performance Improvement Snapshot reveal that customer and market focus is one of the areas that need improvement for Jan Mann Opportunity School. However, our present stakeholders are committed to total quality management characterized by clear values, high expectations, inspiring vision and mission, a clear

future direction, with strong customer requirements and expectations. Stakeholders continuously improve the processes which contribute to productivity using the improvement cycle, improve processes by using baseline data to understand current processes, using benchmarks and best practices designed to breakthrough goals for process improvement.

Jan Mann Opportunity School will make every effort to engage stakeholders through its redesign process. Jan Mann Opportunity School will actively seek to engage both the community and business sectors to form partnerships or sponsorships as the school goes through the redesign process.

Faculty & Staff:

The staff makes many efforts to attract highly qualified teachers by utilizing a partnership with its neighbor Florida Memorial University. Fortunately, Florida Memorial University is dedicated to sending student interns for student teaching. In addition, constant collaboration is necessary with the Dean of Education to inform Jan Mann of available teachers who will be graduating from the College of Education.

In addition, professional service teachers are provided continuous support by offering on-going staff development to help assist with teaching methods and techniques within the classroom. Also, teachers in need of assistance with instructional planning and preparation work closely with the departmental chairperson as well as the assistant principal of curriculum. Twice a week, teachers meet inside the media center for departmental meetings in order to receive curriculum support, literature, and professional development.

Data/Information/Knowledge Management:

Jan Mann Opportunity is a data driven school. Data and information are collected and used to guide the decision-making process, and to improve key processes and enhance customer satisfaction. Student Performance Indicators give staff insight on what students need to achieve learning gains. Student performance data is collected on a weekly basis through Edusoft. This data is analyzed and shared with teachers by the reading and math coaches during weekly department meetings. Teachers use this data to adjust instruction as necessary.

Continuous learning environments are characterized by adaptability to change based on the school's ability to discover ways to improve programs, processes, and services and to learn to be more responsive to customer requirements, to promote continuous training and development to enhance knowledge, skills, and performance capabilities of all Jan Mann employees.

Education Design:

The 8-Step Continuous Improvement Model (CIM) is the process that drives the educational design of Jan Mann Opportunity School.

1. Data disaggregation and analysis - Administrators, test chairperson, reading and mathematics coaches will look at prior years FCAT data and diagnostic test data to identify instructional subgroups and weak and strong objective areas. Teachers will be trained in data analysis and the CIM model to help develop instructional focus calendars in reading/writing, math and science.

2. Timeline Development - Administrators, reading coaches, mathematics coach, and teachers create instructional focus calendars to address those areas where the greatest number of students show need.

3. Instructional Focus - Administrators, reading and mathematics coaches and teachers will direct and/or guide instruction focusing on the targeted State benchmarks within the developed timeline.
4. Assessment - Mini assessments and interim assessments will be analyzed by teachers, department chairs, and coaches to determine reteaching, remediation and enrichment needs. Students will be informed of their progress. Test talks will begin and continue throughout the school year.
5. Tutorials - Administrators, reading and mathematics coaches, and teachers will be involved in after school tutorials. Assessment results will determine the placement of students.
6. Enrichment - Jan Mann Opportunity School students are offered the opportunity to participate in extended day after-school enrichment activities.
7. Maintenance - Administrators, reading and mathematics coaches, and teacher mentors will be involved in formal and informal reviews with teachers scheduled throughout the school year. Teachers know that this is the time to reinforce concepts and skills.

Performance Results:

Results of the fall 2006 Organizational Performance Improvement Snapshot indicate the school's educational design resulted in the following average scores per category:

Leadership - 4.3

Measurement, Analysis and Knowledge Management - 4.3

Customer and Market Results - 4.2

Human Resource Focus - 4.1

Business Results - 4.0

Process Management - 4.0

Strategic Planning - 4.0

The results of this educational design have impacted many additional areas of the school's process. The areas that have also been impacted include:

Sixty percent of eligible students participated in Credit/Course Recovery intervention.

A reduction in the number of days students spent in indoor or outdoor suspension from 2,614 in the 2004-2005 school year to 661 in the 2005-2006 school year.

83.3% of students reporting satisfaction with school on the Alternative Education Self-Assessment Survey.

An increase in the percentage with the statement "The overall climate or atmospheres at my school is positive and help me learn", from 81% in the 2004-2005 school year to 88% in the 2006-2007 school year.

The average rate of attendance of all staff was 95.5% for the 2006-2007 school year.

87% of the responses on the Organizational Performance Improvement Snapshot (OPIS) were 4.0 and above.

60% of eligible students returned to their home school.

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:

The staff of Jan Mann will provide academic experiences for students in grades six, seven and eight that will increase the reading skills of students as evidenced by a minimum of 51% of students scoring at or above achievement level 3 on the 2007 administration of the FCAT Reading Test.

Needs Assessment

An assessment of data reveals that the Mean Points Earned for sixth grade students revealed: In the category of Words/Phrases 3 out of 11 points were earned (27%); in the category of Main Idea/Purpose 6 out of 15 points were earned (40%); in the category of Comparisons 4 out of 11 points were earned (36%) and in the category of Reference/Research 3 out of 8 points were earned (37%). The Mean Points Earned for seventh grade students revealed: In the category of Words/Phrases 3 out of 7 points were earned (42%); in the category of Main Idea/Purpose 8 out of 20 points were earned (40%); in the category of Comparisons 4 out of 9 points were earned (44%) and in the category of Reference/Research 3 out of 9 points were earned (33%). The Mean Points Earned for eighth grade students revealed: In the category of Words/Phrases 2 out of 6 points were earned (33%); in the category of Main Idea/Purpose 8 out of 19 points were earned (42%); in the category of Comparisons 4 out of 8 points were earned (50%) and in the category of Reference/Research 5 out of 18 points were earned (27%).

An assessment of the data also revealed that 71% of sixth, seven, and eighth grade students are still reading below grade level. Specifically, the majority of Level 1 students in grades sixth, seventh, and eighth are reading two or more grade levels below their current grade level and require additional intensive instruction in fluency, comprehension, and context clues. Based on the 2006 FCAT results, students in grades six, seven, and eighth are most successful with Main Idea/Purpose. Conversely, they need additional help with Reference/Research and Word

Phrases. Trends indicate that the percentage of students in grade six in achievement level 3 increased by 5%, students in grade seven in achievement level 3 increased by 2%, and students in grade eight in achievement level 3 increased by 5% in the last year. The data also revealed that students in grades six and eight in achievement level 4 increased by 9%. Further analysis shows 55% of students are making a year's worth of progress in reading and 65% of struggling students are making a year's worth of progress in reading.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six, seventh, and eighth will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, African American students in grades six, seventh, and eighth will increase their reading skills as evidenced by a minimum of 51% of student scoring at or above Achievement level 3 on the 2007 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Hispanic students in grades six, seventh, and eighth will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades, six, seventh and eighth will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades six, seventh, and eight will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Continuous Improvement (CIM), and the Comprehensive Reading Plan (CRP), apply the data collected to assist classroom teachers in providing for differentiated instruction and monitoring of student progress. Teachers will utilize the Instructional Focus Calendars to address schoolwide deficiencies. Skills will be assessed weekly using Edusoft to score and disaggregate the data. Reading coaches will review and provide feedback to align instruction with student needs.	Principal Reading Coaches Leadership Team	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Schedule all Level 1 and 2 students in an Intensive Reading class. The Primary reading material will be Read XL. Reports from computer software will analyze student deficiencies and allow teachers to align instruction and provide differentiated instruction.	Principal Reading Coaches	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Administer weekly assessments aligned to the	Principal	8/14/06	5/30/07	Continuous	\$0.00

Sunshine State Standards tested benchmarks and implement a data management system, Edusoft, to score assessments and generate disaggregated data reports to monitor schoolwide efforts and trends. Data will be shared with staff members at faculty, grade level team, department, leadership team and EESAC meetings.	Test Chairperson			Improvement Model	
Utilize data to differentiate instruction based on information from the results of various formative and summative assessments such as mini weekly benchmark assessments, district interim assessments, READ 180, ORF, and STAR. Reading coaches will use the data to provide additional assistance for teachers by modeling lessons, observing content delivery, writing lessons plans and monitoring teacher and student progress.	Principal Reading Coaches	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Using the co-teaching and consultative inclusion models, Students with Disabilities will receive additional reading support in the classroom and in small group settings. All standard diploma sixth, seventh and eighth grade Students with Disabilities will be scheduled into 100% inclusion classes with modifications and additional support.	Assistant Principal Reading Coaches	8/14/06	5/30/07	Inclusion	\$0.00
Administer Mock FCAT reading examinations to simulate actual testing conditions and improve student participation and performance on the March 2007 administration of the reading FCAT.	Principal Testing Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilizing the coach model (plan with teachers, model strategies, review best practices, and provide feedback) to support literacy. Coaches will model in reading and other content area classrooms. This will help to facilitate the use of the schoolwide Instructional Focus Calendar and provide cohesiveness to the benchmarks being taught across the curriculum.	Principal Reading Coaches Department Chairperson	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Utilize CRISS strategies in all Language Arts, Intensive Reading and Social Studies classes.	Principal Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Schedule all sixth through eighth grade students into interdisciplinary teams. Reading and Math Coaches will plan with all	Principal Reading Coach	8/14/06	5/30/07	Academic Teams	\$0.00

<p>teams, including Limited English Proficient and Students With Disabilities to infuse reading across the curriculum. During the last grading period teams will initiate interdisciplinary instruction with an emphasis on real-world application.</p>					
<p>Provide Extended Day learning opportunities during the school day through pull-out tutoring.</p>	<p>Principal Reading Coach</p>	<p>10/30/2006</p>	<p>5/30/07</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>
<p>Conduct "Test Talks" for all students and parents to improve understanding of student performance data and strategies to improve student performance on the March 2007 administration of the FCAT.</p>	<p>Principal Guidance Counselors</p>	<p>10/9/2006</p>	<p>5/30/07</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>

Research-Based Programs

Jan Mann Opportunity's high-quality reading program must include instructional materials that incorporate the five essential elements of reading instruction. The materials are research-based and address the specific reading deficiencies of students based on assessment results.

a. Supplemental Reading Programs (SRP)

Jan Mann Opportunity Schools utilizes the following SRPs for Intensive Reading classes:

Read XL (state-adopted) – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each Read XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction.

Reading and Writing Sourcebook (state-adopted) – is an interactive text with a high interest authentic literature combined with focused reading and writing instruction activities. Explicit reading and writing instruction assists students in developing higher order thinking skills. The text supports instruction in vocabulary, comprehension, and writing.

Bridges to Literature (state-adopted) – is a series that provides the platform for instruction in vocabulary, comprehensions, and literature study. Signature Reading - interactive text that provides high interest informational reading passages. Students are carefully guided with practice of skills, reinforcement, and small-group instruction.

In addition to the use of one of the state-adopted SRPs, Jan Mann Opportunity School utilizes READ 180 for its Intensive Plus Reading Course. Read 180 – is a comprehensive reading intervention program for struggling readers in grades 4 – 12. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills. Strengths of this program include: 1) research-based comprehension instructional techniques are used, 2) repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided, and 3) scaffolding is consistently provided throughout the provided.

b. Intervention materials for struggling readers

Differentiated Instruction/Intervention – In order for a student to achieve the maximum benefit, intervention should be chosen based upon the student's need(s) as determined by assessment.

Classroom Libraries with Structured Monitoring – the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

Project CRISS – is based on the philosophy that comprehension and learning can be improved when students build on prior knowledge and are actively involved in the learning process through organizing information, discussing, and writing (Santa, 2004, p.1). Utilizing the CRISS philosophies and principles in reading classes as well as content area classes provides teachers and students with the opportunity to apply concepts taught and learned.

c. The Star, DAR and MAZE integrated instructional and management systems that diagnoses, instruct and provides a practice and reinforcement of reading and language competencies. They are unique in their ability to motivate and instruct any learner population demonstrating a variety of individual characteristics and can be used with all learners regardless of the particular learning style each possesses.

Professional Development

Jan Mann Opportunity School will provide professional development activities based on student performance data to support teachers as instructional leaders within their classrooms and throughout the school.

Student Performance Indicators (SPI) Training

CRISS Training

Reading and Interpreting FCAT Data

The instructional leadership team will participate in reading and interpreting FCAT data to gain a better understanding of how teachers can utilize data to enhance student performance.

FCAT Reading Items of Specifications

Teachers will have the opportunity to gain an awareness of teaching reading and completely understanding items specification provided by the department of education.

FCAT Writes and Implementing the Rubric 1-6

Teachers will have the opportunity to learn the process and techniques to help students achieve a six on the FCAT Writes offered during Spring 2007. Teachers will be able to grasp the concept, ask questions, and apply knowledge learned to help their students achieve or master sufficient levels to pass the FCAT Writes.

Incorporating Technology within the Curriculum and Instructional Lesson Plans

Teachers will be able to learn innovative strategies relating to the importance of incorporating Technology within the curriculum on a day to day basis.

Overview of Computer Assisted Programs.

Teachers have the opportunity to receive additional training and a refresher utilizing the FCAT explorer, Read 180, STAR, Accelerated Reading Program, and Testing Tools in order to complete daily instructional assignments.

Evaluation

District and weekly school wide assessments will be used for progress monitoring as well as the data obtained from READ 180. This data will be used to redirect classroom instruction and provide information for tutorials. Additional data will be collected through the Reading Plus Program. The final evaluation will be the results of the 2007 administration of the FCAT reading test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Increase students mathematical skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics.

Needs Assessment

An assessment of data reveals that the Mean Points Earned for sixth grade students revealed: In the category of Number Sense a total of 2 out of 9 points were earned (22%); in the category of Measurement a total of 2 out of 9 points were earned (22%); in the category of Geometry a total of 2 out of 9 points were earned (22%); in the category of Algebraic Thinking a total of 2 out of 8 points were earned (25%); and in the category of Data Analysis a total of 2 out of 9 points were earned (22%). An assessment of data reveals that the Mean Points Earned for seventh grade students revealed: In the category of Number Sense a total of 3 out of 9 points were earned (33%); in the category of Measurement a total of 2 out of 9 points were earned (22%); in the category of Geometry a total of 3 out of 8 points were earned (37%); in the category of Algebraic Thinking a total of 3 out of 9 points were earned (33%); and in the category of Data Analysis a total of 2 out of 9 points were earned (22%). An assessment of data reveals that the Mean Points Earned for eighth grade students revealed: In the category of Number Sense a total of 4 out of 12 points were earned (33%); in the category of Measurement a total of 2 out of 12 points were earned (16%); in the category of Geometry a total of 2 out of 12 points were earned (16%); in the category of Algebraic Thinking a total of 3 out of 12 points were earned (25%); and in the category of Data Analysis a total of 4 out of 12 points were earned (33%).

An assessment of data also reveals that 83% of students in grades six, seventh, and eighth are not performing

proficiently in math. Specifically, the needs assessment reveals that while students require intense remediation in all the tested benchmarks, the greatest category for grade six, seventh and eighth students is Measurement and Geometry. Analysis of the data reveals that 55% of students making a year's worth of progress in math. Further analysis of the data shows that none of the subgroups made adequate yearly progress. However, trends indicate that the percentage of seventh grade students in Achievement Level 3 increased by 5% since the last year.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six, seventh, and eighth will increase their mathematics skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, African American students in grades six, seventh, and eighth will increase their mathematics skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades six, seventh, and eighth will increase their reading skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Continuous Improvement Model (CIM), apply the data collected to assist classroom teachers in providing for differentiated instruction and monitoring of student progress. Teachers will utilize the Instructional Focus Calendars to address schoolwide deficiencies. Skills will be assessed weekly using Edusoft to score and disaggregate data. The Math Coach will review and provide feedback to align instruction with student needs.	Principal Assistant Principal Math Coach	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Administer weekly assessments aligned to the Sunshine State Standards tested benchmarks and implement a data management system, Edusoft, to score assessments and generate disaggregated data reports to monitor schoolwide efforts and trends. Data will be shared with staff members at faculty, grade level team, department, leadership team and EESAC meetings.	Principal Assistant Principal Math Department Chairperson	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Utilize data to differentiate instruction based on information from the results of various formative and summative assessments such as mini weekly benchmark assessments and district interim assessments. The Math Coach will use the data to provide additional assistance for teachers by modeling lessons, observing content delivery, writing lesson	Principal Math Coach Assistant Principal	8/14/2006	5/30/07	District Strategic Plan	\$0.00

plans, and monitoring teacher and student progress.					
Utilize the coaching model (plan with teachers, model strategies, review best practices, and provide feedback) to support literacy. The Math Coach will model in mathematics and other content area classrooms. This will help to facilitate the use of the Instructional Focus Calendar and provide cohesiveness to the benchmarks being taught across the curriculum.	Principal Math Coach	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Using the co-teaching and consultative inclusion models, Students with Disabilities will be scheduled into 100% inclusion classes with modifications and additional support.	Principal Mathematics Department Chairperson	8/14/06	5/30/07	Inclusion	\$0.00
Utilize Pacing Guides to create Instructional Focus Calendars which will provide teachers with a road map for the year. They will serve as guides to help teachers develop algebraic and geometric concepts and processes through instruction and practice. Mathematics teachers will meet by subject area to prepare lesson plans, discuss strategies and determine pacing to provide schoolwide compliance.	Principal Assistant Principal Math Coach	8/14/06	5/30/07	District Strategic Plan	\$0.00
Schedule all Level 1 and 2 students into an intensive mathematics class to provide additional remediation in their mathematics skills.	Principal Math Coach Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement the Riverdeep computer-assisted instruction in all sixth, seventh, and eighth grade intensive mathematics classes for all sub groups to enhance critical thinking skills.	Principal Math Coach	8/14/06	5/30/07	District Strategic Plan	\$0.00
Conduct "Test Talks" for all students to improve understanding of student performance data and strategies to improve student performance on the March 2007 administration of the FCAT.	Principal Guidance Counselors	10/9/2006	5/30/07	District Strategic Plan	\$0.00
Administer Mock FCAT Mathematics examinations to simulate actual testing conditions and improve student participation and performance on the March 2007 administration of the Mathematics FCAT	Principal Test Chairperson	10/10/2006	5/30/07	District Strategic Plan	\$0.00

Test.					
Schedule all sixth, seventh and eighth grade students into interdisciplinary teams. Reading and math coaches will plan with all teams, including Limited English Proficient and Students with Disabilities to infuse reading across the curriculum. During the last grading period teams will initiate interdisciplinary instruction with an emphasis on real-world applications.	Principal Math Coach Reading Coaches	9/18/2006	5/30/07	Academic Teams	\$0.00

Research-Based Programs

FCAT Explorer Computer-Assisted Instructional Program
 River Deep Computer-Assisted Instructional Program
 Assess 2 Learn Computer-Assisted Instructional Program
 Testing Tools Computer-Assisted Instructional Program
 Prentice-Hall and Holt Mathematics Textbooks Series

Professional Development

Jan Mann advocates a professional learning community. All teachers will participate in professional development activities that will enable teachers to have access to high quality curriculum materials and content, instructional strategies, and pedagogy. Professional development will include workshops sponsored by District/Region Educational Specialist, and not be limited to the following: Data Analysis (October, 2006), District-Wide State Wide Technology Conference, CRISS Training, Inclusion Workshops, State of Florida Items of Specifications, Overview of Computer Assisted Program, Overview Credit Recovery, and FCAT Explorer.

Evaluation

District and schoolwide weekly assessments will be used for progress monitoring as well as the data obtained through Riverdeep and FCAT Explorer. This data will be used to redirect classroom instruction and provide information for tutorials. The final evaluation will be results of the 2007 administration of the FCAT Mathematics test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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:

Improve the writing skills of all eighth grade students.

Given instruction using the Sunshine State Standards, eighth grade students will increase their writing skills as evidenced by 44% of students scoring 3.5 or higher on the 2007 administration of the FCAT Writing+ Test.

Needs Assessment

An assessment of data reveals that Mean Essay Score by prompt for the Expository essay was 3.2 while the Mean Essay Score by prompt for the Persuasive essay was 3.3. Based on the 2006 Writing+ performance data Test 44% of the eighth grade students scored 3.0 or higher. The report indicates that all subgroups met requirements according to the Federal No Child Left behind Act. There is a need for increased overall student performance on the expository and persuasive writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, eighth grade students will increase their writing skills as evidenced by 44% of students scoring 3.5 or higher on the 2007 administration of the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer Mock FCAT Writing assessments to simulate actual testing conditions and improve student participation and performance on the February 2007 administration of the FCAT Writing+ Test.	Principal Test Chairperson	9/6/2006	9/7/2006	District Strategic Plan	\$0.00
Administer district-wide quarterly writing assessments in all Language Arts classes to provide opportunities for practice.	Principal Reading Coach Test Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide weekly diagnostic prescriptive formative writing assessment activities utilizing pre and post evaluations and subsequent remediation.	Principal Department Chairperson	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Using the co-teaching and consultative inclusion models, Students with Disabilities will receive additional writing support in the classroom and in small group settings. All standard diploma sixth, seventh and eighth grade Students with Disabilities will be scheduled into 100% inclusion classes with modifications and additional support.	Principal Language Arts Chair	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide weekly writing workshops for all students that will focus on peer editing utilizing the holistic scoring method.	Principal Reading Coach Language Arts Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize monthly Instructional Focus Writing Calendars to all eighth grade language arts and social studies teachers.	Principal Reading Coach Language Arts Chair	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Utilize CRISS strategies to infuse writing across the curriculum.	Principal Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Schedule all sixth, seventh and eighth grade students into interdisciplinary teams. Reading and math coaches will plan with all teams, including Limited English Proficient and Students with Disabilities to infuse reading across the curriculum. During the last grading	Principal Reading Coach Math Coach	8/14/06	5/30/07	Academic Teams	\$0.00

period teams will initiate interdisciplinary instruction with an emphasis on real-world applications.	
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Research-Based Programs

Glencoe McGraw Hill Writer's Choice, Project CRISS, and Mc Dougal Little Literary Text. Bridges to Literatures, Writing source books.

Professional Development

Professional Development activities will include District Training and school-wide training in FCAT Writing Standards; Rubric 1-6 overview workshop.

Evaluation

Monthly writing prompts throughout the school year and Mock FCAT Writing+ results will be used to monitor student progress and to drive instruction. Schoolwide data will be collected to monitor overall progress. The final evaluation will be results of the 2007 administration of the FCAT Writing+ Test.

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

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

GOAL 4 STATEMENT:

Improve the science skills of students in grade eight as evidenced by 27% scoring at Level 3 or higher on the 2007 administration of the FCAT Science.

Needs Assessment

An assessment of data revealed that the Mean Points Earned for eighth grade students revealed: In the category of Words/Phrases 2 out of 6 points were earned (33%); in the category of Physical and Chemical Science 3 out of 11 points were earned (27%); in the category of Earth and Space Science a total of 4 out of 13 points were earned (30%); in the category of Life and Environmental Science a total off 5 out of 13 points were earned (38%); and in the category of Scientific Thinking 4 out of 14 points were earned (28%).

An assessment of the data also reveals on the 2006 FCAT Science test indicates that the mean scale score of eighth grade students at Jan Mann Opportunity School is 201, a 13 point decrease compared to last year's score. However, this was 69 points below the district mean score of 270. Further analysis of the data indicates how students scored on the March 2006 FCAT Science Examination: Physical and Chemical 11 possible, students obtained 3 points; Earth and Space 13 possible points, students obtained 4 points; Life and Environmental 13 possible points, students obtained 5 points; and Scientific Thinking 14 possible points, students obtained 4 points.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eighth will increase their content knowledge and scientific thinking skills as evidenced by 27% of students scoring on or above Achievement Level 3 on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Continuous Improvement Model (CIM), apply the data collected to assist classroom teachers in providing for differentiated instruction and monitoring of student progress. Teachers will utilize the Instructional Focus Calendars to address schoolwide deficiencies. Skills will be assessed bi-weekly. Assessment data will be reviewed by the department chair and administrators and feedback provided to align instruction with student needs.	Principal Department Chairperson	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Using the co-teaching and consultative inclusion models, Students with Disabilities will receive additional science support in the classroom and in small group settings. All standard diploma six, seventh and eighth grade students with disabilities will be scheduled into 100% inclusion classes with modifications and additional support.	Principal Assistant Principal	8/14/06	5/30/07	Inclusion	\$0.00
Implement the use of pacing guides by providing teachers with a road map for the year. They will serve as guides to help teachers develop scientific concepts and processes through instruction and practice. Science teachers will meet by subject area to prepare lesson plans, discuss strategies, and determine pacing to provide schoolwide compliance.	Principal Assistant Principal Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Incorporate laboratory activities for all eighth grade students that will enhance student scientific thinking, critical thinking, and reading comprehension.	Principal Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase eighth grade student participation in	Principal	8/14/06	5/30/07	District Strategic	\$0.00

developing science fair projects.	Assistant Principal Department Chairperson			Plan	
Incorporate CRISS strategies daily to enhance the reading skills of students within the science content area.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use science Instructional Focus Calendars to ensure that all tested benchmarks are covered prior to march 2007.	Principal Department Chairperson	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Increase the use of technology through Riverdeep to establish a solid science foundation.	Principal Assistant Principal Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Schedule all sixth, seventh and eighth grade students into interdisciplinary teams. Reading and math coaches will plan with all teams, including Limited English Proficient and Students with Disabilities to infuse reading across the curriculum. During the last grading period teams will initiate interdisciplinary instruction with an emphasis on real-world applications.	Principal Reading Coaches Math Coach	8/14/06	5/30/07	Academic Teams	\$0.00

Research-Based Programs

River Deep Computer-Assisted Instructional Program
 Assisted Instructional Program
 Testing Tools Computer-Assisted Instructional Program
 FCAT Explorer Computer-Assisted Instructional Program
 Plato's Credit Recovery
 Glencoe Comprehensive Science Textbook Series

Professional Development

Professional Development will be ongoing on a monthly basis for all teachers including): Project CRISS (Fall 2006), Data Analysis (October 2006), Plato (August 22, 06), and Curriculum Mapping (Fall 2006), and Overview of River Deep.

Evaluation

The evaluation component will include the FCAT Science results as the final data of evaluation. Progress monitoring will be conducted through bi-weekly assessments, teacher/department subject area devised assessments, laboratory logs, and science fair projects. The final evaluation will be the results of the 2007 administration of the FCAT science test.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

A review of parent logs indicated that fewer than 20 of our parents participated in at least one parent involved activity during the 2005-2006 academic school year. There is a need to increase parental involvement by 5% by inviting parents to attend the school parent resource center and other parent related activities.

Needs Assessment

A review of parent logs indicated that fewer than 5 percent of our parents participated in at least one parent involvement activity during the 2005-2006 academic school year. Due to our transient population, the administrative assignment, and time period, it is essential that our parents get involved in order for our students to become successful and return to their mainstream school. The school needs to extend a welcome to all parents and encourage them to visit our school's parent resource center. This will help parents to support their children as they move from an alternative education setting to a regular school setting.

Measurable Objective

Given schoolwide focus on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the Parent Resource Center attendance logs for the 2005-2006 and 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase communication with parents in English, Spanish and Creole in regards to school related activities such as Open House, and parent workshops using Connect-Ed, flyers and newsletters that are regular, two-way and meaningful. Utilize the Parent Resource Center Representative and Social Worker weekly to make telephone calls and home visits that establish communication between home and school to increase parent involvement and awareness. Logs will be maintained.	Principal Parent Resource Center Rep. Social Worker	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops, printed information at Open House and community school/parent outreach programs. Disseminate information pertaining to the FCAT Mathematics, Science, Reading and Writing administration, and provide strategies for parents to use at home in support of math and science achievement.	Principal Assistant Principal Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop strategies to increase participation in EESAC meetings. Host EESAC meetings to provide updates to parent representatives about school improvement efforts.	Principal Assistant Principal Parent Resource Center Rep.	8/14/06	5/30/07	Community Partnerships	\$0.00
Provide parents with information about the "Parent Academy" day and night classes and bi-lingual parent outreach programs.	Principal Assistant Principal Parent Resource Center Rep.	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide and maintain a Parent Resource Center with appropriate materials and information to assist parents in becoming involved in their child's education.	Principal Assistant Principal Parent Resource Center Rep.	8/14/06	5/30/07	District Strategic Plan	\$0.00
Conduct "Test Talks" for all parents to	Principal	8/14/06	5/30/07	District Strategic	\$0.00

improve understanding of student performance data and strategies to improve student performance on the March 2007 administration of the FCAT.	Assistant Principal Guidance Counselors			Plan	
Host a parent workshop facilitated by Florida Memorial University School of Education professors focused on giving parents strategies for helping their children to be successful in school.	Principal Assistant Principal	10/2/2006	5/30/07	Community Partnerships	\$0.00

Research-Based Programs

FCAT Explorer (training for parents), Visit Jan Mann's Web Page with specific links for student achievement, and electronic grade book overview.

Professional Development

FCAT Explorer overview and Parent Portal overview.

Evaluation

To evaluate this objective, we will provide and maintain visitation logs when parents attend the Parent Resource Center and maintain surveys, EESAC sign-in logs, Open House, and parent conference 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.)

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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 6 STATEMENT:

Reduce the number of disruptive behaviors at Jan Mann Opportunity School by 5% when the 2005-2006 school year is compared to the 2006-2007 school year as evidenced by the Student Case Management Report which will ensure a safe learning environment.

Needs Assessment

Many students who are placed at Jan Mann Opportunity School are administratively assigned due to violations to the Code of Student Conduct. In this case, our goal at Jan Mann is to alter the negative behavior by constantly reinforcing on-site behavior intervention tunneled through the Student Services Department. With this in mind, students will learn to gain self-control when a problem arises or occurs throughout the school day which will help them to understand the importance of good decision-making and help reduce the suspension rate.

Measurable Objective

Reduce the number of disruptive behaviors at Jan Mann Opportunity School by 5% for the 2006-2007 school year as evidenced by the Student Case Management Report which will ensure a safe learning environment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize a Personal Improvement Plan for all students to strengthen student responsibility and efforts toward improving personal and academic goals for the 2006-2007 school year.	Principal Student Services Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Offer intensive counseling to students through in-class counseling workshops at least once a week, individual counseling as needed, and group counseling in SCSI to teach students positive social behaviors.	Principal Student Services Department Chair Grade Level Counselor	8/14/06	8/21/07	District Strategic Plan	\$0.00
Contact parents at least once a week to report positive behaviors observed by the teacher or counselor.	Principal Student Services Department Chair Grade Level Counselor	8/14/06	8/21/07	District Strategic Plan	\$0.00
Involve students in Girls'/Boys' Talk gender assemblies at least once every nine weeks to exchange concerns between students and staff members of the same sex.	Principal Student Services Department Chair	8/14/06	8/21/07	District Strategic Plan	\$0.00
Counsel students and contact their parents each time a student receives a referral for disruptive behavior.	Principal Assistant Principal Grade Level Counselor	8/14/06	8/21/07	District Strategic Plan	\$0.00
Involve students in a special "What To Do If...?" classroom workshop through the Social Studies class at least once every nine weeks.	Principal Assistant Principal Grade Level Counselor	8/14/06	8/21/07	District Strategic Plan	\$0.00
Enforce mandatory school uniform policy for students which includes see-through bookbags and/or purses for site inspection before they enter the school.	Principal Assistant Principal Administrative Team	8/14/06	8/21/07	District Strategic Plan	\$0.00
Randomly search students according to District guidelines, two or three times during the nine week period.	Principal Assistant Principal School Resource Officer	8/14/06	5/30/07	District Strategic Plan	\$0.00
Contact parents twice and conduct two student-parent conferences prior to administrative intervention of indoor and	Principal Teachers Counselors	8/14/06	5/30/07	District Strategic Plan	\$0.00

outdoor suspension.					
Involve teachers in the school's Progressive Discipline Plan in-service at least three times a year.	Principal Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Recognize positive actions of students through Do The Right Thing, 5000 Role Models, and the Schoolwide Behavior Modification Reward Point System.	Principal Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Identify students with positive behavior and grades and assign them leadership responsibilities as role models for the other students.	Principal Assistant Principal Student Services Dept. Chair	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Mellissa Institute for Non-Violence.

Professional Development

Staff members will participate in classroom management and strategies during school-wide team meetings. Also, staff members will participate in Mellissa Institute for Non-Violence training. School-wide Behavior Modification workshop.

Evaluation

These objectives will be measured through the results of the Student Case Management Report for the 2006-2007 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 7 STATEMENT:

The staff at Jan Mann will provide academic experiences for students in grades six, seven and eight that will increase the use of technology by students as evidenced by a 10% increase in student computer logs when the 2005-2006 school year is compared to the 2006-2007 school year.

Needs Assessment

Student performance data from the March 2006 administration indicates a need to expose all students to technology and computer assisted programs within the curriculum to enhance student achievement.

Measurable Objective

Given instruction students in grades sixth through eighth will increase their use of technology skills by 10% when the 2005-2006 school year is compared to the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development training for all teachers on technology programs that could be implemented and monitored in the classroom.	Principal Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop a technology plan of action for the school site.	Principal Assistant Principal Microsoft Technician	9/25/2006	10/25/2006	District Strategic Plan	\$0.00
Encourage teachers to utilize electronic mail as form of daily communication.	Principal Assistant Principal	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Provide a list of educational websites for teachers to complete instructional lesson plans, which include the use of technology by students.	Principal Assistant Principal Department Chairpersons	8/14/2006	5/30/07	Communities of Practice	\$0.00
Schedule regular computer lab visits for all students enrolled in intensive mathematics classes.	Principal Mathematics Coach	9/20/2006	9/27/2006	Continuous Improvement Model	\$0.00
Facilitate the implementation of READ 180 computer labs in all Intensive Reading Classes.	Principal Mathematics Coach	8/14/06	5/30/07	District Strategic Plan	\$0.00
Schedule all eligible students into the PLATO computerized credit recovery lab.	Principal Student Services Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Testing Tools, Read 180, FCAT Explorer, River Deep, PLATO's Credit Recovery and Accelerated Reader Program, State Adopted Textbooks computer component.

Professional Development

Teachers will receive the following training: Electronic Grade book Training, River Deep, FCAT Explorer, PLATO's Credit Recovery, Accelerated Reader, READ 180, SPI, Edusoft Grader, and Testing Tools On-Site Overview training. State and District technology conference to enhance instruction.

Evaluation

These objectives will be measured according to teachers instructional daily lesson plans, computer sign in logs, grade book logs and records, and the students individualized computer assisted assignments.

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

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

GOAL 8 STATEMENT:

Increase health and fitness awareness for all six, seventh, and eighth grade students during the 2006-2007 school year.

Needs Assessment

All students must be aware of the importance of understanding student health and fitness. Therefore, instruction must be geared toward our diverse, unique population. Students in all subgroups (African-American, Hispanic, and Economically Disadvantaged) will be exposed to the components of student health and fitness with the utilization of the Family Consumer Science teacher, Physical Education teacher, and the school's lunch program. In addition, the family consumer science teacher needs to evaluate student's knowledge concerning health and nutrition as well as the physical education instructor administering a needs assessment based upon student's knowledge about health and fitness.

Measurable Objective

At least 80% of students in grades sixth through eighth will gain increased awareness of the importance of health and fitness by participating in events and activities relating to health and fitness as evidenced of the results of a pre and post health and fitness survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a pre and post health and fitness survey to all students enrolled in family consumer science and physical education classes.	Principal Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Establish a health and fitness table at the Resource Fair during Open House in order to disseminate health and fitness information to parents and students.	Principal	8/14/06	10/13/06	Community Partnerships	\$0.00
Establish a working relationship with the Children's Trust Fund to promote health and fitness issues to parents and students.	Principal Student Services Dept. Chair	8/14/06	10/13/06	Community Partnerships	\$0.00
Infuse health and physical fitness reading comprehension activities in all physical education and family consumer science classes.	Principal Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Include careers in the field of health and fitness on career day.	Principal Career Specialist	8/14/06	5/30/07	Career Development Programs	\$0.00

Research-Based Programs

Nutrition Food and Fitness.

Today's Team and Building Life Skills

Strategies and skills to improve student performance through (Health and Physical Education (Gr. 6-12)

Professional Development

District Workshop for FCST.

Evaluation

Performance with health and fitness will be monitored according to observation, sign-in logs and a list of events, activities, and pre-post health and fitness survey. The school will utilize instructional lesson plans and students' grades to monitor strategies.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Given the need to expose more students to electives and special areas there will be a 5% increase in the level of student enrollment in electives and special areas when 2005-2006 enrollment data is compared to 2006-2007 enrollment data.

Needs Assessment

Data from the 2005-2006 student class list indicate that there is a need to increase student enrollment in Electives and Special Areas. The improvement of student performance on the 2007 FCAT administration needs to be a major focus to increase student enrollment in electives and special areas. The lack of enrollment is due to the need to enroll students scoring at a Level 1 and 2 in reading and mathematics in intensive reading and/or mathematics classes respectively.

Measurable Objective

Given the need to expose more students to elective and special areas there will be a 5% increase in the level of student enrollment in electives and special areas when 2005-2006 enrollment data is compared to 2006-2007 enrollment data.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Involve the Leadership Team in reviewing and discussing a School Redesign Model that would incorporate exposing more students to electives and special areas.	Principal Leadership Team	9/25/2006	5/30/07	Expanding arts opportunities	\$0.00
Share proposed redesign model with faculty and staff for feedback and input.	Principal Leadership Team	9/21/2006	11/21/2006	Communities of Practice	\$0.00
Identify community resources and partnerships to be included in the redesign model.	Principal Leadership Team	8/14/06	5/30/07	Community Partnerships	\$0.00
Identify and review curriculum that reinforces exposure to electives and special areas.	Principal Leadership Team	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Discuss potential learning experiences that would uniquely reflect the redesign model.	Principal Leadership Team	8/14/06	5/30/07	Communities of Practice	\$0.00

Research-Based Programs

Career Academy National Standards of Practice

Parental Involvement: National Parent Teacher Student Association

Miami-Dade County Public Schools Secondary School Reform Plan

Professional Development

Jan Mann Opportunity School will provide professional development activities to support teachers as instructional leaders within their classrooms and throughout the redesign process.

Evaluation

This objective will be evaluated by the creation of a school redesign model that would that would expose more students to electives and special areas.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Increase the Return on Investment for the 2006-2007 school year.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2005-2006 Jan Mann Opportunity School did not have a value for the Return on Investment Index.

Measurable Objective

Jan Mann Opportunity School will improve its ranking on the State Return on Index data publication on the next publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal	8/14/06	5/30/07	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	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Identify lowest quartile students early and provide additional assistance.	Principal	8/14/06	5/30/07	Continuous Improvement Model	\$7000.00
Provide strategies to parents for their child's academic improvement.	Principal Department Chairperson	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Continue to provide high quality teacher professional development and monitor its implementation.	Principal	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Purchase research-based materials and utilize the district warehouse for materials and supplies.	Principal	8/14/06	5/30/07	Continuous Improvement Model	\$5000.00

Research-Based Programs

State Adopted Textbooks as well as computer assisted programs schoolwide. Reading and Writing Source Books, Asmc Reading, Science and Math text books, Scholastics Read XL, Pearson Prentice Hall and Holt Math textbooks, McDougal Little, Bridges to Literature, and Glencoe's American Journey. Computer Assisted Programs: Testing Tools, FCAT EXPLORER, Read 180, Accelerated Reader Program, and Rivier Deep.

Professional Development

Data analysis and student progress monitoring, differentiated instruction, Continuous Improvement Model strategies for ESOL/ESE students, Instructional strategies to support inclusion classrooms.

Evaluation

A review of FCAT scores during the Spring 2007 will determine if students progress with learning gains. Also, in other important areas recorded charts, sign in logs, monthly memoranda, monthly activity calendar, and testing calendar will be in place to enhance the return on investments school wide. On the next FLDOE ROI publication, Jan Mann Opportunity School will show progress with items listed above to improve school operations during the 2005-2006 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:

Amount of funds for use by the EESAC and the purpose for which it will be used:

The 2006-2007 EESAC funds totaled out to be \$2800.00 and will be utilized to enhance student achievement as well as to support student academic services. During the Spring there will be a student awards program for students who displayed outstanding academic and behavior success for the 2006-2007 school year. Jan Mann has implemented a school-wide Behavior Modification Program and a school-wide Falcon Rap Reading Program for this sole purpose, to give students the opportunity to receive success certificates for a job well done.

Training:

Reading: Understanding Items Specifications

- Understanding and Interpreting FCAT and FCAT Data
- Falcon Rap Overview
- FCAT writes Overview
- Criss Training Follow-up
- Reciprocal Reading Strategies

Mathematics: Falcon Rap Overview

- Understanding FCAT Data
- Riverdeep
- FCAT Explorer
- Overview of Pearson Prentice Hall (CD Rom)
- Holt Overview (CD Rom Lesson Planning)

Writing: Rubric scoring

- Falcon RAP Overview
- Technology Conference

Science: Falcon RAP Overview

- Riverdeep
- Project CRISS
- Using Manipulatives in Science

Parental Involvement: FCAT Explorer (Overview)

- Electronic Overview (Spring 2006)
- Accelerated Reader Program
- Falcon Rap Overview

To alter negative behavior for all students, Classroom Management Skills

To expose all students and staff to technology, FCAT Explorer,

River Deep,

Accelerated Reader,

Electronic Grade Book,

District and State Yearly Technology Conference.

Improve student awareness in health and fitness. FCAT Explorer,

River Deep,

Accelerated Reader,

Electronic Grade Book,

District and State Yearly Technology Conference.

Instructional Materials:

Reading: Reading & Writing Sourcebook

Accelerated Reader

McDougal Littell

Aim Higher

Gates McGinite

Mathematics: FCAT Explorer

Testing Tools

Computer Assisted Instructional Program Prentice-Hall

Holt Math Textbook Series

Math Laboratory

Writing: Dictionaries and Thesaurus

Science:

Parental Involvement: FCAT Explorer

To alter negative behavior for all students,

To expose all students and staff to technology. FCAT explorer

STAR

Improve student awareness in health and fitness. FCAT explorer

STAR

Technology:

Reading: *Testing Tools

*Scholastic Read 180

*PLATO's Credit Recovery

*STAR Reading

*Accelerated Reader

Mathematics: Testing Tools

PLATO's Credit Recovery

Writing: "Writing Assistance and Revision" software

Science: Testing Tools

Science Labs

Assess2Learn

Parental Involvement: Parent Resource Center/Jan Mann's Web page

PLATOs'

Credit Recovery

Accelerated Reader Program

To alter negative behavior for all students.

To expose all students and staff to technology. Plato's Credit Recovery

FCAT Explorer

River Deep

Testing Tools

STAR Reading

Accelerated Reader

Improve student awareness in health and fitness. Plato's Credit Recovery

FCAT Explorer

River Deep

Testing Tools

STAR Reading

Accelerated Reader

Staffing:

As required by School Board rule 6Gx13- 1B-1.031, teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and education support employees elect education support employee representatives. The principal and the designated United Teachers of Dade steward are required members. The principal appoints business/community representatives. The SAC membership must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by The School Board of Miami-Dade County to ensure compliance.

Student Support Services:

Reading:

Mathematics:

Writing:

Science:

Parental Involvement:

To alter negative behavior for all students.: Schoolwide Behavior Modification Program

To expose all students and staff to technology.:

Improve student awareness in health and fitness.:

Other Matters of Resource Allocation:

Benchmarking:

School Safety & Discipline:

To alter negative behavior for all students. School-wide Behavior Modification Program

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$12,000.00
<hr/>	
Total:	\$12,000.00

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