
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 8121 - C.O.P.E. North Alternative Education Center

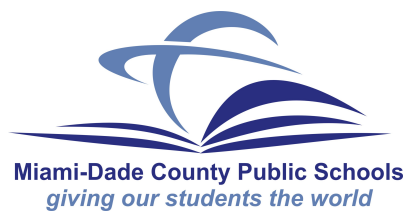
FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Mary Richards

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

C.O.P.E. North Alternative Education Center

COPE Center North is a non-residential program established by the School Board of Miami-Dade County to address the educational, social, and medical needs of expectant and teen parents and their children. The program provides uninterrupted learning opportunities for students who continue their academic program requirements for graduation and are entitled to ancillary services such as transportation, health and child care. The average student enrollment is 240 expectant and teen parents and 130 infants and toddlers. The grade configuration is Pre-K (four weeks to four years) and six through twelve. Given the special population of expectant and teen parents, the school faces extreme challenges in educating students. The culture of the school is one of a nurturing environment--one that creates the climate for social, emotional and physical development of infants/toddlers and teen parents. It is the premise of the administration, faculty and staff that all children deserve a quality education, beginning at birth. Therefore, the Creative Curriculum and the Sunshine State Standards guide students' affective and cognitive development.

Objective 1:

Given instruction based on Sunshine State Standards (SSS), students in grades 6-12 will improve their reading skills as evidenced by 51% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Subtest.

Objective 2:

Given instruction based on the Sunshine State Standards (SSS), Black students will improve their reading skills as evidenced by 51% scoring at FCAT Achievement Level 3 or higher on the 2007 FCAT Reading Subtest.

Objective 3:

Given instruction using Sunshine State Standards (SSS), Economically-Disadvantaged students will improve their reading skills as evidenced by 51% scoring at FCAT Achievement Level 3 or higher on the 2007 FCAT Reading Subtest.

Objective 1:

Given instruction based on the Sunshine State Standards (SSS), students will improve their mathematics skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Subtest.

Objective 2:

Given instruction based on the Sunshine State Standards (SSS), Black students will improve their mathematics skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Subtest.

Objective 3:

Given instruction based on the Sunshine State Standards (SSS), Economically--Disadvantaged students will improve their mathematics skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Subtest.

Given instruction using Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 85 % scoring at or above a 4.0 on the 2007 Writing + Test.

Given instruction using the Sunshine State Standards, students will improve science skills as evidenced by 25% grade 11 students scoring at or above achievement level 3 on the 2007 FCAT Science Test.

Given the need to maintain parental engagement in student learning, parental participation for Grandparents Day will increase by five percent as evidenced by sign-in sheets as compared to the previous school year.

Students, faculty, and staff at COPE Center North will work and study in a safe environment that is conducive to learning as evidenced by a 1% decrease in the number of students who serve outdoor suspension during the 2006-2007 school year as compared to that of the 2005--2006 school year.

Given school-wide attention to school improvement goals, staff will increase email communication by 25% from baseline measure to expedite written communication as documented by amounts of return receipts throughout the 2006-2007 school year.

Given implementation of the FITNESSGRAM program, 50 % of eligible students enrolled in Physical Education will achieve a passing score on the FITNESSGRAM assessment as evidenced by student performance scores recorded in October 2006.

Given the importance of enrichment activities in student development, there will be an increase in student participation enrichment activities sponsored by the art teacher as evidenced by the sign-in rosters. All students enrolled in the visual arts program will participate in these activities.

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, Cope North will increase learning gains in Reading (2005-2006: 56%) and Mathematics (2005-2006: 69%) by five percentage points in the March 2007 FCAT administration.

Based on the results of the September 2006 Organizational Performance Improvement Snapshot (OPIS) the two overall weaknesses include the categories: Process Management (average of 4.1, a .3 increase from 2005 OPIS), and

Strategic Planning (average of 4.1, a .3 increase from 2005 OPIS). Though these were also the lowest two categories in last year's survey, scores increased by .3 in both areas in the 2006 survey. In analyzing these results, we have the opportunity to improve by using our leadership team meetings and professional learning communities to closely monitor how our employees view their jobs in relationship to the larger school improvement issues; supervisors will encourage staff members to explore possible resources, collect information about the quality of their work, do reflective thinking, and arrive at a clear understanding of how the location's plans impact their work and vice versa. Staff members will recognize that they have control over their work and, as our school continually plans for the future, will be asked for their input and feedback. This empowerment will benefit our faculty and staff, as well as our student body.

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.

C.O.P.E. North Alternative Education Center

VISION

Given the leadership of the school and commitment by all staff members to make every student succeed, COPE Center North will become an "A" school.

MISSION

Our mission is to prepare Pre-K children for school readiness and to develop the academic potential of older students to reach goals and become productive citizens. The school's instructional program and learning environment will develop the intellectual, social, cultural and emotional skills of our student population. The enhancement of academic performance will be accomplished through programs that increase students' proficiency levels in reading, writing, mathematics and science.

CORE VALUES

We value responsibility as the foundation for which character is developed. If individuals accept personal responsibility for their actions, every other core value will emerge.

School Demographics

- School facility and school community: The culture of the school is one of a nurturing environment – one that creates the climate for social, emotional and physical development for infants/toddlers and teen parents. The safe facility, along with a clean and nurturing environment, create ideal learning conditions at the school. Support services programs such as health and child care, social services and transportation, assist students in becoming productive and self-sufficient citizens.
- Student demographics (performance groups, Level 1 and 2, NCLB subgroups): Black, Non-Hispanic students 75.8%; White Non-Hispanic students 1.3%; Hispanic students 22.1% ; Asian .7%. NCLB subgroups include Economically-disadvantaged (89.3%) and Black students (75.8%). Currently, regarding FCAT Reading Achievement levels: Grade 8 (2 total) students, 50% Level 1 and 50% Level 2; Grade 9 (21 total) students, 76% Level 1, 14% Level 2, and 9% Level 3; Grade 10 (23 total) students, 60% Level 1, 34% Level 2 and 4% Level 3. Regarding FCAT Mathematics Achievement levels: Grade 8 (2 total) students, 100% Level 1; Grade 9 (21 total) students, 76% Level 1, 19% Level 2, and 4% Level 3; Grade 10 (23 total) students, 26% Level 1, 39% Level 2, and 26% Level 3
- Teacher demographics: Black, Non-Hispanic teachers 86%; White Non-Hispanic teachers 10%; Hispanic teachers 4%; Multi-ethnic 0%.
- Class size/teacher-to-student ratios: The program provides uninterrupted learning opportunities for students who continue their academic program requirements for graduation in a small class environment. Teacher to student ratio is 1:12.
- Attendance rate including comparisons to district and state averages: One of the major challenges is low attendance due to doctor's appointments, four-week delivery periods, and illness of child. COPE's attendance rate for the 2005-2006 year was 83.8%, as compared with the district's 95.07%, and the state's 93.67%.
- Special programs: Special programs include LEP, and ESE. It is also the premise of the administration, faculty and staff that all children deserve a quality education, beginning at birth. Therefore, the Creative Curriculum and the Sunshine State Standards guide students' affective and cognitive development.
- Unique aspects, including strengths and areas of concern: Unique aspects of our school site include low student-teacher ratio, and high teacher morale. Areas of concern include low attendance rate (83.8%), perennially low academic performance due to low reading levels (80% of students more than two grades below level), as well as high mobility rate (84%) that adversely impacts student academic achievement.
- School community partners: Galloway Office Supplies, Miami-Dade College North, Miami-Dade College Medical Center, Ackley Marketing Group, and Gamma Delta Sigma Chapter.
- Grants awarded to the school: Gymboree Play Program of Miami.

School Foundation

Leadership:

Highly qualified and certified administrators along with a departmental leadership team and school support members comprise the leadership component of COPE Center North. United by a shared vision and mission, these leaders create a positive and cooperative work environment for all staff. The system of leadership is a cooperative one in which issues are resolved using professional leadership, learning community, and data team meetings to arrive at consensus on the best practices for the school's day-to-day operations. These individuals address critical academic issues, and set a unified direction by crafting focused action plans and school improvement initiatives.

District Strategic Planning Alignment:

The administration and departmental leaders spearhead the district strategic planning goals by involving all staff in the creation of the components of the School Improvement Plan. Goals and objectives on the School Improvement Plan, with the state's guidance document and the district support of the School Improvement Office, provide a framework for alignment. For example, math teachers held a "Lessons Learned" meeting where they scrutinized SIP strategies as they pertain to the improvement of student achievement; strategies were revised to include meaningful activities. Also, a draft of the School Improvement Plan was closely revised by the district support staff to improve school success.

Stakeholder Engagement:

COPE North has the ability to respond to the whole child and meeting the needs of its students and their children. Stakeholder engagement is closely supervised by way of careful analysis of data, and continuous exploration of academic strengths and weaknesses. Remediation and enrichment are provided on a daily basis in order to improve the level of stakeholder engagement. Results from the September 2006 Organizational Performance Improvement Snapshot Survey reflect that in the area of business results and performance, our staff also exhibits a high level of satisfaction. This, of course, directly impacts stakeholder engagement.

Faculty & Staff:

Input from the faculty and staff at COPE Center North is elicited and utilized at every level of decision-making. Representatives from every group participate through the leadership team, EESAC, and unions (i.e., UTD, AFSME, and DESME). Each of these groups provides information and recommendations regarding the overall and specific school functions and operations. As an effective school, this team is united by a vision to provide higher quality instruction to all students. Our strength would be a shared strategic vision and a high level of professionalism. These elements, along with the process of continuous improvement in place, are the key ingredients to an effective team of faculty and staff. Additionally, the five stages of the change process: mobilize, discover, deepen, develop, and deliver are being implemented in our team approach. We collaborate as stakeholders with shared responsibilities, and meet daily in order to continually fine tune the process of shared decision-making. Opportunities for professional development emerge from ongoing identification of teacher and student needs. As evidenced by the OPIS survey, a resulting high level of morale is evident at the school site. These factors ultimately impact student achievement.

Data/Information/Knowledge Management:

Data to monitor progress of its employees and student functions is frequently reviewed through the data study teams, professional learning communities, and leadership team meetings. There are also various forms that work as a system of checks and balances in order to facilitate monitoring and maintenance processes by the administration.

Education Design:

Student learning is the foremost function in the education design. The processes that come together to build the design are: curriculum, selection of teaching materials, instruction and assessment, parental involvement, and professional development. The School Advisory Council and other school-related organizations are major components in the education design. Performance management and relevant business practices have been applied to this setting which has successfully impacted student achievement; the Continuous Improvement Plan (CIP) and Plan-Do-Study-Act (PDSA) processes, along with district and state alignment, drive the functions of the school. Our educational design seeks to be increasingly effective and efficient toward our school improvement goals.

Performance Results:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 1 Leadership is (item #1a) "I know my work location's mission"; whereas the weakest item in the section is (item #1g) "My work location asks me what I think". Stakeholders at COPE Center North are provided opportunities to express their concerns and suggestions in an effort to maintain and improve student achievement. Stakeholders at COPE Center North will be provided opportunities to make recommendations via a school-site survey.

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 2 Strategic Planning is (item #2c) "I know how to tell if we are making progress on my work group's part of the plan"; whereas the weakest item in that section is (item #2a) "As it plans for the future, my work location asks me for idea". Stakeholders at COPE Center North will be provided more opportunities to give input and feedback via leadership team and department chairs' using consensus.

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 3 Customer and Market Focus is (item #3a) "I know who my customers are"; whereas the weakest items in the section is (item #3d) "I ask my customers if they are satisfied or dissatisfied with my work". Stakeholders at COPE Center North will provide to customers a four-question customer satisfaction survey.

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 4 Measurement, Analysis, and Knowledge is (item #4a) "I know how to measure the quality of my work"; whereas the weakest item in the section is (item #4f) "I get the information I need to know about how my work location is doing". Stakeholders at COPE Center North will engage colleagues in reviewing site visitation results and making action plans.

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 5 Human Resource Focus is (item #5h) "I have a safe workplace"; whereas the weakest items in the section is (item #5d) "I am recognized for my work". Stakeholders at COPE Center North will develop a plan to recognize outstanding accomplishments and contributions by individuals and groups.

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 6 Process Management is (item # 6c) "We have good processes for doing our work; whereas the weakest item in the section is (item #6d) "I have control over my processes". Stakeholders at COPE Center North will develop a system to gather feedback on a frequent basis.

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of category 7 Business Results is (item # 7g) "My work location has high standards and ethics"; whereas the weakest item in that section is (item # 71) "I know how my work location is doing financially". Stakeholders at COPE Center North will participate in a budget training to gain understanding of budget allocation and fiscal cost.

The lowest two categories in the overall report include category 6 Process Management with an average category score of 4.4 and category 2 Strategic Planning with an average category score of 4.2. In order to improve on these averages we will assist faculty and staff in assessing progress toward goals, collecting needed resources for their specific jobs, and empowering staff to monitor their goals and objectives that apply to their area.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading

Needs Assessment

The results attained from the FCAT 2006 administration of the Reading Subtest indicates that 56% of students made a year's progress in reading. However, only 6% achieved high standards in reading. From the lowest 25 percent group, 56% of struggling students made a year's progress in reading. Analysis of the data shows that Federal No Child Left Behind (NCLB) subgroups who were most deficient in FCAT Reading and failed to make adequate yearly progress are the African-American and Economically-Disadvantaged subgroups; NCLB requires that low-performing African-American and Economically Disadvantaged students improve in reading, especially on the Words and Phrases and Reference/Research clusters. This indicates a need for greater focus on teaching and selecting strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. Additionally, students must improve their research skills through more project-based assignments and activities that focus on locating sources, taking notes, gathering data and analyzing and synthesizing information from news sources, government publications and almanacs. Regarding content clusters for all grade levels, 8th grade students scored 33% in Words and Phrases (WP), 52% in Main Idea (MI), 50% in Comparison and Contrast (CC), and 40% in Reference and Research (RR). Grade 9 students scored 25% in WP, 50% in MI, 50% in CC, and 36% in RR. Grade 10 students scored 33% in WP, 50% in MI, 46% in CC, and 44% in RR. Collectively for students tested in March 2006, the weakest areas were Words and Phrases, Reference / /Research and Performance Task Points (8th and 10th only) in the areas of written response. As with the subgroups, greater attention will be placed on these areas. Longitudinal trends based on FCAT data comparing the

2006 and 2005 administration demonstrate that 8th graders DSS change of 236, 9th graders of 26, and 10th graders of 89. Though the significant increase in DSS performance for all levels is significant, there is room for progress — particularly for the 9th graders. To ensure improvement, teaching strategies and data analysis will be refined, and aggressive interventions will take place within these groups. Regarding achievement levels by grade level: 8th grade Level 1 students increased from 39% to 55%, and level 3’s and above increased from 6% to 18%; 9th grade Level 1 students decreased from 74% to 53%, and Level 3 and above decreased from 13% to 12%; and 10th grade Level 1 students decreased from 88% to 77%, and Level 3 and above increased from 0% to 5%. These scores reflect the need to decrease the number of Level 1 students, help students in Level 2 and 3 move to a higher achievement level, and reduce the number of students who are regressing to a lower level. At the current level of performance, the school faced with the challenge of raising the number of students making the learning gains needed to meet the state’s required level of performance. There is also a need to improve instructional planning and delivery through the implementation of curriculum maps, district pacing guides and instructional focus calendars, mini-lessons, data analysis and assessments, and data driven instruction.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Objective 1:

Given instruction based on Sunshine State Standards (SSS), students in grades 6-12 will improve their reading skills as evidenced by 51% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Subtest.

Objective 2:

Given instruction based on the Sunshine State Standards (SSS), Black students will improve their reading skills as evidenced by 51% scoring at FCAT Achievement Level 3 or higher on the 2007 FCAT Reading Subtest.

Objective 3:

Given instruction using Sunshine State Standards (SSS), Economically-Disadvantaged students will improve their reading skills as evidenced by 51% scoring at FCAT Achievement Level 3 or higher on the 2007 FCAT Reading Subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule all 6-10 and 11th and 12th grade retakers FCAT achievement Levels 1 and 2 students into an intensive reading course.	Administration, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule all 9th and 10th graders scoring FCAT achievement Levels 3 and above into an Honors English class.	Administration, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer bi-weekly benchmark reading mini-tests, and interim/quarterly reading exams to monitor and ensure student progress.	Administration, Reading Coaches	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop inferential skills by reading, writing, and analyzing poetry to improve performance of FCAT Reading cluster 1, Words and Phrases.	Administration, Reading Coaches, Language Arts Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the District Reading pacing guide to develop the reading instructional focus calendar to drive instruction in reading/language arts.	Administration, Language Arts Department Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct daily/shared professional learning communities, as well as data study team meetings, to analyze student scores and adjust	Administration, Language Arts Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00

delivery of instruction and reteaching.					
Conduct individualized and group “Test Talk” conferences with all enrolled students to engage students in tracking their progress.	Administration, Language Arts Department Chairperson, Language Arts Teachers, Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize differentiated instruction and computerized reading instruction with Blacks and Economically Disadvantaged students to increase student achievement.	Administration, Language Arts Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize reading benchmark focus calendar in reading/language arts, social studies, and applied learning departments.	Administration, Language Arts Dept., Social Studies Dept., Applied Learning Dept.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Infuse best practices in reading into the curriculum including reciprocal teaching, CRISS, scoring of short/long FCAT responses, and Bloom’s taxonomy.	Administration, Reading Coaches, All Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Identify students in critical subgroups (Black, Economically-Disadvantaged, and Lowest 25 Percent) for placement in tutorials using differentiated teaching strategies.	Administration, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure alignment of materials, instruction, and assessment to language arts benchmarks through coaching/modeling by reading coaches, and frequent walk-throughs by the administration.	Administration, Reading Coaches	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Incorporate computer-assisted instruction, including FCAT Explorer, FCAT Simulation, Reading Plus, and Academy of Reading in all grades.	Administration, Language Arts Department Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Engage students in interactive analytical reading, by using dialectical journals, the SOAPStone template, and a rich variety of prose to improve the performance on FCAT Reading clusters 1 and 2.	Administration, Reading Coaches, Language Arts Teachers, Social Studies Dept.	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Schedule all 6-10 and 11th and 12th retakers FCAT achievement Level 1 students identified with having a deficiency in decoding into an intensive reading plus course	Administration, Counselors	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide reteach tutorials to assist students who have not indicated mastery level on bi-weekly assessment skills, and enrichment activities for those who have shown mastery	Administration, Language Arts Chairperson, Reading Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

on specific benchmarks.					
Use media center resources, USA Today, and the Florida Research Model (FINDS) to infuse FCAT Reading reference and research skills across the curriculum using a sequential modular program.	Administration, Media Specialist, Social Studies Department, Applied Learning Department	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

The following resources will be used to instruct students and/or increase student achievement: Academy of Reading, Read XL, Language!, Reading and Writing Sourcebook, Townsend Press Reading Series, Prentice-Hall Literature, Reading Plus, FCAT Explorer, and Language!

Professional Development

The following professional development will be provided for instructional staff to improve delivery or instruction: fluency/decoding, CRISS, Reciprocal Teaching, WSPI, CIM, test data collection and analysis, Comprehensive Research-Based Reading Program (CRRP), Reading Plus, Language!, Edusoft, MAZE reading test, ongoing district and state level training for the reading coaches, ongoing mentoring, modeling and coaching of faculty by reading coaches and daily learning communities. All teachers will be trained to score short and long responses using the FCAT Reading Rubric. On-site workshops will be offered as needed.

Evaluation

This objective will be evaluated by the 2007 FCAT Reading test. Progress monitoring will be conducted via the professional learning communities (departmental and whole faculty), leadership committee meetings, and data study team meetings; the use of the CIM (Continuous Improvement Model) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process. Beyond the FCAT March 2006 baseline data, bi-weekly benchmark mini-assessment data, interim reading assessment data (as per PMP), and district, state, and program assessment data will be utilized for progress monitoring. Evaluations will be used to analyze areas of strength and weaknesses in order to adjust delivery of instruction and guide reteaching practices. A data study team, with the use of tools such as Student Performance Indicators (WSPI) and Edusoft, will review data monthly and monitor trends in student achievement, and the effectiveness of interventions.

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 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 2 STATEMENT:

Mathematics

Needs Assessment

The results attained from the FCAT 2006 administration of the Mathematics Subtest indicate that 69% of students made a year's progress in math based on the DSS. However, only 29% of students are at or above grade level in math. This indicates a need for better identification of specific academic needs, more precise grouping of students, and systematic delivery of data-driven instruction. Interventions will be provided as needed. This is especially important for the geometry content strands, as well as the performance task points for all grade levels. Analysis of the data shows that Federal No Child Left Behind (NCLB) subgroups who were most deficient in mathematics and failed to make adequate yearly progress are the African-American and Economically-Disadvantaged subgroups; NCLB requires that low-performing African-American and Economically-Disadvantaged students improve in mathematics. In examining longitudinal trends based on FCAT data from the 2005 and 2006 administration, the mean developmental DSS change scores increased by 5 percent for the 8th graders, 25 percent for the 9th graders, and decreased by 9 percent for the 10th graders. Similarly, the mean scale scores for 8th graders increased from 265 to 291, 250 to 251 for 9th graders, and 268 to 282 for 10th graders. Regarding content clusters, 8th graders scored 33% (Number Sense, NS), 25% Measurement (M), 16% Geometry (G), 41% Algebraic Thinking (AT), 50% Data Analysis and Probability (DA); lowest strand percentages are in measurement and geometry. Ninth graders scored 37% (NS), 28% (M), 27% (G), 30% (AT), and 25% (DA); lowest strand percentages are in geometry and data analysis. Tenth graders scored 45% (NS), 20% (M), 14% (G), 21% (AT), 27% (DA); lowest strand percentages are in geometry and measurement. Although there was an improvement on most FCAT mathematics measures, the

school is faced with the challenge of raising the number of students making learning gains needed to meet the state's required level of performance.

NCLB SUBGROUP TARGET

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

Measurable Objective

Objective 1:

Given instruction based on the Sunshine State Standards (SSS), students will improve their mathematics skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Subtest.

Objective 2:

Given instruction based on the Sunshine State Standards (SSS), Black students will improve their mathematics skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Subtest.

Objective 3:

Given instruction based on the Sunshine State Standards (SSS), Economically-Disadvantaged students will improve their mathematics skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer and analyze student scores on bi-weekly benchmark mathematics mini-tests, interim/quarterly mathematics exams to monitor and ensure student progress.	Administration, Mathematics Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Ensure adequate yearly progress for Black and Economically Disadvantaged students with the use of strategies including differentiated instruction, and computerized instruction.	Administration, Mathematics Department Chairperson, Mathematics Teachers	8/14/06	5/30/2007	District Strategic Plan	\$0.00
Conduct daily/shared professional learning communities, as well as data study team meetings, to analyze student scores and adjust delivery of instruction and reteaching.	Administration, Mathematics Chairperson, Mathematics Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Implement district-mandated pacing guide and mathematics instructional focus calendar in mathematics classes.	Administration, Mathematics Department Chairperson Mathematics Department,	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Ensure alignment of materials, instruction, and assessment to mathematics benchmarks through coaching/modeling by reading coaches, and frequent walk-throughs by the administration.	Administration, Reading Coaches, Mathematics Department Chairperson	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Infuse best practices in math including:	Administration, Reading Coaches,	8/14/2006	5/30/2007	District Strategic	\$0.00

Bloom's taxonomy, reciprocal teaching, subject-related vocabulary program, CRISS strategies (i.e., process notes worksheets), use of manipulatives, and scoring of short/long responses using FCAT Mathematics rubric.	Mathematics Department Chairperson, Mathematics Teachers			Plan	
Conduct individualized and group "Test Talk" conferences with students to engage students in tracking their progress.	Administration, Mathematics Department Chairperson, Mathematics Teachers Counselors	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify students in various critical subgroups (Black, Economically Disadvantaged, and Lowest 25 percent) and provide appropriate tutoring, services, and differentiated instruction to ensure adequate yearly progress (NCLB) on the next FCAT administration.	Administration, Counselors, Mathematics Teachers	8/14/06	5/30/2007	District Strategic Plan	\$10000.00
Schedule all FCAT Mathematics achievement Levels 1 and 2 students in grades nine and ten into an intensive mathematics class.	Administration, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide enrichment activities in mathematics courses including math concentration.	Administration, Mathematics Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate research-based assignments (including Newspaper in Education, USA Today, and the FINDS format) and media center resources to infuse reference and research skills across the mathematics curriculum.	Administration, Media Specialist, Mathematics Department Chairperson, Mathematics Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide reteach tutorials to assist students who have not indicated mastery level on bi-weekly assessment skills, and enrichment activities for those who have shown mastery on specific benchmarks.	Administration, Mathematics Chairperson, Intensive Mathematics Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

The following resources will be utilized to enhance students' achievement: Florida Preparation for FCAT Mathematics, Preparing for FCAT Mathematics (Grade 10), Countdown to FCAT by Glencoe (Grades 9 & 10), Academy of Math, FCAT 10 (Math Marketplace) Glencoe Algebra (Pre, 1, and 2) and Florida Edition Geometry, Achieving Proficiency in Mathematics, Kaplan Mathematics test-taking materials, and State of Florida Best Practices in Teaching and Learning.

Professional Development

The following professional training will be provided for instructional staff to improve delivery of instruction: CRISS Training, Reciprocal Teaching, WSPI Training, CIM Training, Test Data Collection and Analysis Training, Edusoft Training, on-going district and state level training, and daily learning communities. On-site math workshops will be offered as needed. Additionally, teachers will receive ongoing staff development as new programs and strategies become available through TEC.

Evaluation

This objective will be evaluated by the 2007 FCAT Mathematics test. Progress monitoring will be conducted via the professional learning communities (departmental and faculty), leadership committee meetings, and data study team meetings; the use of the CIM (Continuous Improvement Model) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process. Beyond the FCAT March 2006 baseline data, bi-weekly benchmark mini-assessment data, interim reading assessment data (as per PMP), and district, state, and program assessment data will be utilized for progress monitoring. Evaluations will be used to analyze areas of strength and weaknesses in order to adjust delivery of instruction and guide reteaching practices. A data study team, with the use of tools such as WSPI and Edusoft, will review data monthly and monitor trends in student achievement, and the effectiveness of interventions.

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

GOAL 3 STATEMENT:

Writing

Needs Assessment

The results attained from the FCAT 2006 administration of the Writing + Test indicate that 15% of the students are not proficient in writing. For the 8th graders, the mean scale score on the multiple choice exam was 255; the strongest strand was organization (66%), and weakest strand was support (40%). For the 10th graders the mean scale score on the multiple choice exams was 243; the strongest strand was organization (50%) and the weakest strand was conventions (37%). Regarding the essay prompt, 8th graders scored 4.0 on the expository, 3.3 on the persuasive, and 3.7 on the combined score. The 10th graders scored 3.4 on the expository, 3.2 on the persuasive, and 3.3 on the combined score. For both 8th and 10th graders, the persuasive prompt proved to be more challenging. Based on data and teachers' observations and the general trend of academic performance on writing exams, it was determined that students need instruction in all tested writing competencies.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input 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 Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 85 % scoring at or above a 4.0 on the 2007 Writing + Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage students in grades 6-10 in the recursive writing process on a weekly basis to improve revision skills.	Administration, Language Arts Department Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train all teachers and students to score essays holistically using the FCAT Writing + six point rubric to internalize what top scoring essays should contain.	Administration, Reading Coaches, Language Arts Department Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Infuse CRISS strategies and District-mandated writing strategies throughout all grade levels and across all subject areas to ensure greater fidelity to the six point FCAT Writing + rubric.	Administration, Reading Coaches, Language Arts Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement an FCAT Writing + instructional focus calendar aligned with the District Pacing Guide in all language arts classes to ensure uniformity of instruction.	Administration, Language Arts Department Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Engage students in interactive analytical reading using dialectical journals, the SOAPStone template, and a rich variety of prose to enable students to then imitate the voices and styles of particular authors.	Administration, Language Arts Department Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide re-teach tutorials to assist students who have not scored at mastery level on assessment skills to advance mastery.	Administration, Language Arts Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer district FCAT Writing pre/post –test, monthly prompt assessments (expository and persuasive), and multiple choice (Focus, Organization, Support, Conventions) classroom assessments in grades 6-10 to monitor student writing progress.	Administration, Language Arts Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

1. The Writer's Choice Grammar and Composition series by Glencoe/McGraw Hill
2. Writer's INC - A Student Handbook for Writing and Learning series by Sebranek/Kemper/Meyer
3. Florida Writing Assessment: A Practice Book for Grade 8 and Florida Writing Assessment: More Activities for Grade 8 by MDCPS Division of Language Arts/Reading
4. Florida Writing Assessment: A Practice Book for Grade 10 and Florida Writing Assessment: More Activities for Grade 10 by MDCPS Division of Language Arts/Reading

Professional Development

Professional development will include district and on-site training in CRISS, WSPI, CIM, and the recursive writing process (including the writing rubric and holistic scoring). All teachers will be trained to score essays holistically using the FCAT Writing + rubric. The reading coaches will provide mentoring, modeling, and coaching for all teachers as appropriate. Teachers will also receive ongoing professional development as new writing programs and strategies become available through the District and TEC.

Evaluation

This objective will be evaluated by the 2007 FCAT Writing + Test. Progress monitoring will be conducted via the professional learning communities (departmental and faculty), leadership committee meetings, and data study team meetings; the use of the CIM (Continuous Improvement Model) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process. Beyond the FCAT March 2006 baseline data, monthly, and interim/quarterly writing assessment data will be utilized for progress monitoring; all teachers will regularly engage in school-wide assessment of writing samples using the FCAT Writing + Rubric. Evaluations will be used to analyze areas of strength and weaknesses in order to adjust delivery of instruction and guide reteaching practices. A data study team will review data monthly and monitor trends in student achievement, and the effectiveness of interventions.

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

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

GOAL 4 STATEMENT:

Science

Needs Assessment

Results of the 2006 FCAT Science Grade 8 and 11 revealed that 0% of students tested in the Science Subtest attaining high standards (achievement level 3 or above). Grade 8 students' percentages on science strands indicate an average of 36% Physical/Chemical, 38% Earth/Space, 31% Life/Environmental, and 36% on Scientific Thinking. Overall, students in grade 8 showed the lowest performance in the Life/Environmental Science cluster. Results of the 2006 FCAT Science Grade 11 percentages on science strands indicate an average of 31% Physical/Chemical, 27% Earth/Space, 33% Life/Environmental, and 33% Scientific Thinking. Overall, students in grade 11 were most deficient in the Earth/Space cluster. This indicates a great need to show improvement on all FCAT Science clusters, and expose students to the scientific world through hands-on inquiry laboratory investigations.

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve science skills as evidenced by 25% grade 11 students scoring at or above achievement level 3 on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement district science pacing guide to develop the instructional focus calendar for all science classes.	Administration, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide 8th and 11th grade students with intensive instruction in the nature of science (scientific inquiry), processes, problem-solving, content and applications.	Administration, Science Department Chairperson, 8th and 11th grade Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement action plan for the review of FCAT Science benchmarks for enrolled and non-enrolled 11th graders taking FCAT Science test.	Administration, Science Department Chairperson, 11th Grade Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assess background knowledge for baseline data via FCAT Science pre-test.	Administration, Science Department Chairperson, Science Teachers	8/14/2006	9/14/2006	District Strategic Plan	\$0.00
Conduct daily/shared professional learning communities, as well as data study team meetings, to analyze student scores and adjust delivery of instruction and reteaching.	Administration, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Administer and analyze student scores on bi-weekly benchmark science mini-tests, interim/quarterly science exams to monitor and ensure student progress.	Administration, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Infuse best practices across the science curriculum including higher-order thinking skills/Bloom's taxonomy, reciprocal teaching, scoring short and long responses using FCAT Science, and subject-related word walls.	Administration, Reading Coaches, Science Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct labs weekly utilizing the district's Power Writing and Writing Scientific Conclusions in Science Model for lab reporting.	Administration, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement school-wide science fair demonstrating proficiency in FCAT-tested benchmarks.	Administration, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Conduct individualized and group "Test Talk" conferences with students to improve FCAT Science performance.	Administration, Science Department Chairperson, Science Teachers, Counselors	8/14/06	5/30/2007	Continuous Improvement Model	\$0.00
Provide re-teach tutorials to assist students who have not scored at mastery level on bi-weekly assessment skills, and enrichment activities for those who have shown mastery on specific benchmarks.	Administration, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure alignment of materials, instruction, and assessment to science benchmarks through coaching/modeling by reading coaches, and frequent walk-throughs by the administration.	Administration, Reading Coaches, Science Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use media center resources, including the FINDS research model, to infuse FCAT Science reference and research skills school-wide.	Administration, Media Center Specialist, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize FCAT Reading science content workbooks during daily homeroom time in order to improve students' science vocabulary and knowledge of science subjects for all grade levels.	Administration, Science Department Chairperson, Homeroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$300.00

Research-Based Programs

Glencoe Florida Science Grades 6, 7, and 8, Glencoe Earth Science, Glencoe Physical Science with Earth Science, and Prentice Hall Biology.

Professional Development

The following professional development will be provided for instructional staff to improve delivery of instruction: CRISS Training, Reciprocal Teaching, CIM Training, Test Data Collection and Analysis Training, Edusoft Training, ongoing District and State level training, and daily learning communities. On-site reading workshops will be offered as needed by the school site reading coaches and the district reading coach. Emphasis will be placed on the instruction and evaluation of all FCAT-tested science strands.

Evaluation

This objective will be evaluated by the 2007 FCAT Science test. Progress monitoring will be conducted via the professional learning communities (departmental and faculty), leadership committee meetings, and data study team meetings; the use of the CIM (Continuous Improvement Model) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process. Beyond the FCAT March 2006 baseline data, bi-weekly benchmark mini-assessment data, interim science assessment data, and district, state, and program assessment data will be utilized for progress monitoring. Evaluations will be used to analyze areas of strength and weakness in order to adjust delivery of instruction and guide reteaching practices. A data study team, with the use of tools such as WSPI and Edusoft, will review data monthly and monitor trends in student achievement, and the effectiveness of interventions.

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

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

GOAL 5 STATEMENT:

Parental Involvement

Needs Assessment

Research has consistently shown that parental involvement is directly linked to improved student achievement. A May 1989 article titled "Parent Involvement in Education" by K. Cotton and K. Reed Wikelund states "... the more intensively parents are involved in their children's learning, the more beneficial are the effects on student achievement. One of our largest school events at COPE North is a spring event entitled "Grandparents Day". This holds true for all types of parental involvement in children's learning and for all types and ages of students." Seventy parents were present at last year's May 2006 event.

Measurable Objective

Given the need to maintain parental engagement in student learning, parental participation for Grandparents Day will increase by five percent as evidenced by sign-in sheets as compared to the previous school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Present attractive program including speakers on baby development and health issues.	Administration, Nurturing Center Director	5/1/2006	5/25/2006	Community Partnerships	\$0.00
Prepare luncheon, door prizes, and personalized invitations for all parents of enrolled students.	Administration, Nurturing Center Director, Nurturing Center Staff	5/1/2006	5/25/2006	Community Partnerships	\$500.00
Communicate the importance of the parent's role and involvement in the student's learning process and environment during the registration process and home visits by school social workers, and school events.	Administration, Student Services, Nurturing Center Staff	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Disseminate FCAT, PMP, community resources, and other relevant information to parents and community members via the parent and student handbooks, the school's main office, flyers, Open House, and telephone calls.	Administration, Student Services, Nurturing Center Staff	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Promote communication between teachers/staff and parents through telephone contacts, written correspondence, and parent contact logs.	Administration, Student Services, COPE Center North Faculty and Staff	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide information about Grandparents Day via the Parent Resource Center, Connect Ed, and personalized invitations.	Administration, Nurturing Center Director	5/1/2006	5/25/2006	Community Partnerships	\$0.00

Research-Based Programs

Parent Teacher Student Association (PTA), and National PTA Standards for Parent and Family Involvement.

Professional Development

Workshops for teachers and student services personnel will be provided to enhance parental involvement. Additionally, district parent workshops will be organized through the nurturing center to assist students with home learning assignments and test taking strategies in an effort to increase students' achievement.

Evaluation

Parent Teacher Student Association (PTA), and National PTA Standards for Parent and Family Involvement along with 2005-2006 data from COPE Center North's event will be considered in the evaluation process.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

Discipline and Safety

Needs Assessment

After analysis of the administrative referral data, statistics show that many COPE Center North students have been referred for the following behaviors: leaving school without permission, harassment, defiance of school personnel, use of provocative language and fighting. Student absences impact student achievement and, therefore, performance on the FCAT exams. During the 2004-2005 school year, there were 40 reported incidents of outdoor suspension. In the 2005-2006 school year, there were 14 reported incidents of outdoor suspension.

Measurable Objective

Students, faculty, and staff at COPE Center North will work and study in a safe environment that is conducive to learning as evidenced by a 1% decrease in the number of students who serve outdoor suspension during the 2006-2007 school year as compared to that of the 2005--2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review prior history of new students entering COPE to identify student case management issues such as inappropriate behavior to refer students to the guidance department and/or school administrator.	Administration, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve parents in signing parent receipt form for the Code of Student Conduct and for behavioral contracts, where appropriate.	Administration, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in parent conferences, administrator student/teacher conferences, disciplinary actions, and sessions on harassment for the purpose of creating a safe, learning environment.	Administration, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Refer criminal acts to the Miami-Dade Public Schools Police and local police agency for appropriate legal action.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review quarterly and end-of-the year incident reports, including referrals, suspensions, COGNOS, facility status reports, FCAT results, and expulsions (information from SESIR system) on a frequent basis.	Administration, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Place students on indoor suspension as needed.	Administration, SCSI Instructor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Meet with all students during orientation week and throughout the school year to review the Code of Student Conduct Handbook for compliance regarding student behavior.	Administration, Student Services	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Use District-approved disciplinary measures for students that fail to adhere to the policies and procedures as outlined in the handbook.	Administration, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze data from last year's school infractions (requiring student case	Administration, Student Services	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

management referral form) and refer to the guidance department or school administrators, as needed.	
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Research-Based Programs

N/A

Professional Development

COPE Center North faculty and staff will receive on-going staff development regarding strategies to monitor and assess the progress toward the objective. Additionally, CIM training will be provided in order to establish and maintain a safe environment. Best practices in school safety and discipline, suggestions for the improvement of parental involvement, and a December 2006 training activity from the Melissa Institute will be among the planned professional development activities.

Evaluation

End-of-the-year incident reports, including referrals, suspensions, facility status reports, FCAT results, and expulsions will be reviewed on a frequent basis.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

Technology

Needs Assessment

As a result of COPE Center North's March 2007 FCAT scores, special emphasis must be placed on raising the standards in reading, mathematics, writing, and science. The use of technology, more specifically email communication, is critical to an efficient workplace. To improve on staff email communication for the purpose of efficiency and professionalism, staff will increase their communication via email as measured by amounts of return-receipts received by the administration on relevant school memorandums.

Measurable Objective

Given school-wide attention to school improvement goals, staff will increase email communication by 25% from baseline measure to expedite written communication as documented by amounts of return receipts throughout the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor email communication among faculty members by measuring percentages on monthly counts of read-receipt forms.	Administration, Data Person	9/1/2006	5/30/2007	Continuous Improvement Model	\$0.00
Measure the amount of daily computer contacts among staff members on a monthly basis.	Administration, Data Person	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Assist faculty and staff in the efficient use of technology, including providing technical support where needed.	Administration, Data Person	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

A log of folders documenting numbers of e-mail read-receipts returns will be maintained. September 2006 data will be considered baseline measure, and monthly communications will be tracked throughout the school year. Suggestions for improvement from the Leadership Team, EESAC, and administration will be provided on a frequent basis. Also, the use of the CIM (Continuous Improvement Process) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process.

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 type="checkbox"/>

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

GOAL 8 STATEMENT:

Health and Physical Fitness

Needs Assessment

Current research indicates that involvement in a physical fitness program has a positive impact on student achievement. To properly assess both student fitness performance and programmatic success, COPE North will administer a pre- and post-test to determine baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program. Another essential tool used in evaluating physical education programs are the National Standards for Physical Education. These clearly identify the following, (1) Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities, (2) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities, (3) Participates regularly in physical activity, (4) Achieves and maintains a health-enhancing level of physical/health related fitness, (5) Exhibits responsible personal and social behavior that respects self and others in physical activity settings, and (6) Values physical activity for health, enjoyment, challenge, self-expressions, and/or social interaction.

Measurable Objective

Given implementation of the FITNESSGRAM program, 50 % of eligible students enrolled in Physical Education will achieve a passing score on the FITNESSGRAM assessment as evidenced by student performance scores recorded in October 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide information about proper nutrition and highlight benefits of a healthy diet via mini-lessons, workshops, and speakers that address optimum student health.	Administration, Physical Education Teacher, School Nurse	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop student portfolios to chart progress toward participant goals, including lessons on setting and monitoring personal student goals (i.e., weekly log to chart food intake and exercise activities).	Administration, Physical Education Teacher, School Nurse	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Track activities to determine progress towards the FITNESSGRAM tested areas.	Administration, Physical Education Teacher, School Nurse	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop and execute an exercise regimen that introduces activities and projects that will allow students to become more physically active.	Administration, Physical Education Teacher, School Nurse	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

N/A

Professional Development

The following professional development will be provided for the physical education teacher to attain the fitness objective: CRISS Training, Reciprocal Teaching, CIM Training, ongoing District and State level training, and daily learning communities. Additionally, COPE Center North's Physical Education instructor will receive on-going staff development regarding strategies to monitor and assess the progress toward the objective.

Evaluation

Target students will develop and maintain an individual perception report to be maintained in the student's portfolio. October 2006 FITNESSGRAM results will be recorded and compared to April 2007 results to measure student success. A weigh-in measure will also be included in order to assist students in evaluating their weight goals. Comparison of baseline and final data will provide valid measurement of students' success toward goals. Also, the use of the CIM (Continuous Improvement Process) and the PDSA (Plan, Do, Study, Act) will be applied throughout the evaluation process.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Electives and Special Areas

Needs Assessment

Step 6 in the Continuous Improvement Model addresses the importance of enrichment in an academic program. At our school, we provide enrichment through our elective courses as well as through a variety of enrichment activities. The school is exploring a curriculum redesign that will address career-themed academies. It is the expectation that this redesign will expand options and embrace changes that impact family and employment. Additionally, through enrichment, students are offered new ways of relating classroom experiences to the real world. These enrichment activities provide intellectual and creative challenges that allow students to learn a subject in greater depth. These advanced skills will promote personal growth and improve student achievement at our school. In the past two school years, we have continually increased the enrichment activities and elective choices/courses in our curriculum.

Measurable Objective

Given the importance of enrichment activities in student development, there will be an increase in student participation enrichment activities sponsored by the art teacher as evidenced by the sign-in rosters. All students enrolled in the visual arts program will participate in these activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in enrichment committee activities during homeroom time including SAT preparation sessions to enhance student vocabulary, create school-wide student newsletter, and coordinate studies of current events.	Administration, Media Specialist, Art Teacher, Applied Learning Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Offer curriculum-specific experiences and follow-up hands-on activities for students for students attending cultural and informational field trips.	Administration, Art Teacher, Media Specialist	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Instruct students in the use of a variety of art mediums including watercolor, plaster, and paint techniques.	Administration, Art Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Facilitate student opportunities for growth and higher education through participation in a variety of conferences and field trips, including local college tours.	Administration, Media Specialist, Art Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Showcase and develop the artistic talents of high school students by presenting a variety of enrichment contests and debates on the role of art and architecture in the world community.	Administration,Media Specialist, Art Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$500.00

Research-Based Programs

N/A

Professional Development

COPE Center North's art instructor will receive on-going staff development regarding strategies to monitor and assess the progress toward the objective. Some samples of professional development activities planned to support these objectives include a watercolor workshop, Fresh Paint Art Education Conference, and Writing Across the Curriculum.

Evaluation

Lesson plans, roll book, art work samples, and log sheets for specific projects will be used to document success toward goal.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 10 STATEMENT:

Return on Investment

Needs Assessment

Delivering quality-efficient services within the educational system is very important to COPE Center North. Return on investment requires aligning financial resources with performance expectations in the direction of achieving goal of "A". Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, the number of students achieving mastery levels in reading, mathematics, science, and writing and/or making appropriate learning gains in reading and mathematics will increase in the 2007 FCAT administration as compared to the levels achieved in 2006 FCAT administration. Since the ROI calculation is based on program cost and learning gains, COPE North will target learning gains for the current school year. 33% of the school's budget was allocated to programs to improve student learning. An additional 5% was allocated by the district. Approximately 25% of the total budget will be allocated for the 2006-2007 school year.

Measurable Objective

Given instruction in the Sunshine State Standards and the consistent monitoring of the expenditure of school funds to ensure alignment with the overarching goal of student achievement, Cope North will increase learning gains in Reading (2005-2006: 56%) and Mathematics (2005-2006: 69%) by five percentage points in the March 2007 FCAT administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with neighboring school on shared resources and budget expenditures.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Reallocate school resources to better implement teaching and learning.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Seek funding resources for school programs and collaborate with District on resource allocation.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use of school's volunteer program for instructional support.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Inform faculty and staff of the importance of linking student learning and cost in improving school performance.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use student analysis results to find or construct more effective educational strategies that fit the needs of student and staff.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

N/A

Professional Development

COPE Center North faculty and staff will receive on-going staff development regarding strategies to monitor and assess the progress toward the objective. Additionally, CIM training will be provided in order to monitor the use of best instructional practices throughout the curriculum. Shared faculty learning communities will be used to share teacher strategies for the improvement of the academic program.

Evaluation

March 2007 FCAT data will be used to evaluate progress toward goal.

EESAC Compliance

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

Budget:

The EESAC recommends that its members receive budget training in an effort to effectively advise the principal in the development of the school's budget. Budget training can be provided by the school's principal, by the budget analyst assigned to the school from the District, or by some other competent administrator.

Training:

The EESAC recommends training and professional development for the members of COPE Center North, where applicable.

Training will include the following:

- To provide assistance in identifying resources and strategies necessary for the development and implementation of the School Improvement Plan or to provide professional development activities in support of consensus decision making, training and support are available from the Office of School Quality Improvement, UTD, Regional Centers, and the Office of Labor Relations.
- To assist in the resolution of conflicts, appropriate joint support may be provided upon request of the principal, UTD, or the EESAC to the EESAC Support Committee and upon notification to the regional Assistant Superintendent.
- To resolve unsuccessful conflicts, final intervention may be requested from the EESAC Support Committee which will make recommendations to the Superintendent.

Instructional Materials:

The EESAC recommends that a percentage of its funds be utilized for the purchasing of instructional materials. EESAC fosters professional collaboration among stakeholders to maintain a learning environment that support's the schools vision, mission, and school improvement plan. School improvement goals, including the allocation of funds to purchase instructional materials necessary to implement needed strategies, are issues discussed at the EESAC meetings.

Technology:

The EESAC recommends the use of best practices in technology throughout the school. The council surveys technology needs of the school and contributes to the enhancement of student learning via technology. It addresses technology issues brought by EESAC members and guests and problem-solves ways to improve our resources.

Staffing:

The EESAC recommends that, In order to balance EESAC membership and composition, COPE Center North established a list of parents, community leaders and faculty/staff who are interested in serving on the EESAC. The EESAC membership must be appropriately balanced and must be representative of the ethnic, racial, and linguistic, disabled and economic community served by the school. Student representation of the council will be culled from the previous year's Student Government Association (SGA) membership. Finally, membership is reviewed annually by the School Board of Miami-Dade County to ensure compliance.

Student Support Services:

The EESAC recommends that, other than the curriculum needs, students receive necessary student support services. Various EESAC members, including the departmental leader of Student Services, have jobs that are directly linked to the delivery of support services for all students. For example, should students exhibit test anxiety prior to the FCAT administration, the issue would be discussed and services would be planned and offered to remedy the problem.

Other Matters of Resource Allocation:

The EESAC recommends that funds are also located in areas where the team sees an academic need. For example, EESAC has sponsored the purchase of student agendas to help students achieve academic success and prepare them for the workforce in a global economy.

Benchmarking:

The EESAC recommends that everyone receive regular reports on the implementation of the SIP, including the progress related to implementation of the strategies and the results of benchmarking.

School Safety & Discipline:

The EESAC recommends monitoring the suspension rate to improve school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$10,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$300.00
Goal 5: Parental Involvement	\$500.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$500.00
Goal 10: Return On Investment	\$0.00
Total:	\$11,300.00

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