
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 8131 - Dorothy M. Wallace Educational Center

FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Edwina King

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Dorothy M. Wallace Educational Center

Dorothy M. Wallace COPE (Continuing Opportunities for a Purposeful Education) Center provides education to school-age students, both male and female, who are parents or expectant parents. The school provides an alternative for teen parents who choose to attend a specialized center which caters to their unique needs rather than to remain at their home schools during pregnancy and the first years of their children's lives. The school provides an opportunity for teen mothers and teen fathers to continue their academic studies, prior to and following the birth of a baby. The school also provides an on-site, licensed, childcare facility and comprehensive health services through an on-site wellness center, Community Health of South Dade, Inc. Additional services are provided by government programs such as the Department of Children and Families, Medicaid, and Women, Infants and Children (WIC), a supplemental food program. The school will develop an Action Plan for a Conceptualized Redesign Model.

Serving students from the entire southern half of the school district, the school has an ethnically diverse student population which is 50 percent Black, 44 percent Hispanic, and 6 percent White. During the 2005-2006 school year, a total of 209 students, along with 166 infants and toddlers, were served. The school is faced with the challenge of educating students with severe academic deficiencies who are also dealing with the new responsibility of parenthood. Many of the students have experienced few educational accomplishments which has fostered low self-esteem. A significant number of students are lacking the necessary credits needed to be on their age-appropriate grade level. A course recovery program is in effect to address this issue. In addition, 96 percent of the students receive free and reduced lunch.

The school is one of choice; therefore, students may enroll and withdraw at the beginning or ending of any grading period. However, many choose to remain until graduation. Results of the 2006 administration of the Florida Comprehensive Assessment Test indicated that students had limited success with the challenging content of the test. A majority of students scored at Levels 1 and 2, 96 percent and 81 percent in reading and mathematics, respectively. Students who meet criteria for advanced academics are also identified and their individual needs are addressed appropriately.

Increased academic achievement and effective school-to-career skills can only be attained by addressing the individual needs of our students through the use of research-based instructional approaches having a proven track record of raising student achievement. The school is planning to develop an Action Plan for the implementation of a Career Themed Model. Through our resolve to successfully accomplish these stated SIP objectives, and with the support of a loyal and dedicated staff, we hope to fully achieve our mission to help students become responsible, literate, socially mature parents, prepared to function successfully and make significant contributions to our multicultural, technologically-advanced society.

Given instruction utilizing the Sunshine State Standards, all students will improve their reading skills, as evidenced by 51 percent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Reading FCAT.

Given instruction utilizing the Sunshine State Standards, Black students will improve their reading skills, as evidenced by 51 percent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Reading FCAT.

Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills, as evidenced by 51 per cent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Reading FCAT.

Given instruction utilizing the Sunshine State Standards, all students will improve their mathematics skills, as evidenced by 56 percent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Mathematics FCAT.

Given instruction utilizing the Sunshine State Standards, Black students will improve their mathematics skills, as evidenced by 56 percent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Mathematics FCAT.

Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills, as evidenced by 56 percent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Mathematics FCAT.

Given instruction using Sunshine State Standards, students will improve their writing skills, as evidenced by 74 percent of students scoring 4 or higher, and by documented scores on the 2007 Writing FCAT.

Given instruction utilizing the Sunshine State Standards, students will increase their science skills, as evidenced by a 29 percent increase in the number of students reaching Achievement Level 3 or above, and by documented scores on the 2007 Science FCAT.

Given an emphasis on home-school communications, the rate at which parents will be included in matters directly affecting their child's progress in school will increase by 10 percent in 2006-2007 when compared to 2005-2006, as documented by Parent Conference Logs.

Given an emphasis on attendance policies and procedures, the school will increase the daily student attendance rate by 5 percent in 2006-2007 when compared to 2005-2006, as documented by District-generated attendance reports.

Given research-based professional development opportunities, the percentage of teachers who use technology in the delivery of lessons will increase by 8 percent in 2006-2007 when compared to 2005-2006, as evidenced by a School-Site Technology Survey.

Given increased information about school health programs, 50 percent of students will utilize the on-site wellness center during the 2006-2007 school year, as documented by health logs.

The number of school activities designed to meet students' special interests and needs offered in the 2006-2007 school year will be significantly higher than the number offered in the 2005-2006 school year.

Given a fiscally sound budget, the school will increase students' learning gains to 51 percent in reading, and by documented scores on the 2007 Reading FCAT.

Upon consideration of the results of a staff survey, Organizational Performance Improvement Snapshot (OPIS), it was found that overall responses were positive across the seven categories surveyed. In fact, all categories received an overall rating of 4.0 or greater. A careful perusal of the composite responses within these categories yielded interesting opportunities for growth. Comments generated by 96 percent of the staff at Dorothy M. Wallace COPE Center ranked Process Management (4.0) and Strategic Planning (4.1) overall as the two weakest areas at the school. The item that appears to generate the most concern among the staff is found in the Process Management category: "I have control over my work processes." Although budget information is presented to the EESAC annually, responses suggest that this information should be presented to a larger group of faculty and staff. The Leadership Team takes pride in the systems and procedures that are currently in place and will continue to seek ways to make improvements. The item ranking second as a concern among the staff is found in the Strategic Planning category: "As it plans for the future, my work location asks for my ideas." As we plan for the future, all staff members will have an opportunity to share their ideas through various processes such as EESAC, Leadership Team representation, team meetings, and suggestion boxes.

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.

Dorothy M. Wallace Educational Center

VISION

Dorothy M. Wallace COPE Center's vision is to provide varying educational opportunities, enabling teenage parents to become high school graduates and to reach their fullest potential.

MISSION

Dorothy M. Wallace COPE Center accepts the responsibility of teaching teenage parents through multidisciplinary approaches in a nurturing environment. We strengthen the total well-being of each student by fostering positive social and emotional growth. In addition, we provide academic, parenting, life management and career skills, along with needed support services, allowing for maximum school success.

CORE VALUES

Integrity: We model honesty and trust for our students by possessing high ethical standards.

Student Focus: We strengthen the total well being of each student and provide opportunities for maximum school success.

Teamwork: We stand united to achieve our goals and objectives for excellence.

Excellence: We are committed to high performance for both students and staff.

School Demographics

Dorothy M. Wallace COPE Center is a sixth through twelfth grade alternative education center located on 5.65 acres in southern Miami-Dade County. Like other alternative schools in South Florida, our school proudly recognizes the need to address the total well-being of all students. In addition to a sound academic program, the curriculum includes instruction in parenting, employability, and nutrition. Our staff of ninety-four works collectively to surmount the challenge of educating students with severe academic deficiencies who are also dealing with the new responsibility of parenthood. The school currently serves 124 students, and eighty-two infants and toddlers from the entire southern half of the school district. Of this total enrollment, 50 percent is Black, 44 percent Hispanic, and 6 percent White. Sixteen percent of the students are enrolled in the school's Special Education program. Seven percent of the students are Limited English Proficient (LEP) and are enrolled in the school's English for Speakers of Other Languages (ESOL) program. Multi-faceted counseling approaches and intensive remedial classes are employed to address the plethora of problems facing the student population.

The instructional staff at Dorothy M. Wallace COPE Center, consisting of both veteran teachers and new teachers, has an average of seventeen years teaching experience. Three teachers are new to the school this year. There are two administrators and twenty-four instructional staff members. The instructional staff consists of Black Non-Hispanic 58 percent, White Non-Hispanic 21 percent and Hispanic 21 percent. Fifty-four percent of the teachers have advanced degrees—Doctorate (4 percent), Specialist Degree (4 percent), and Masters Degree (46 percent). Two members are certified by the National Board of Professional Teachers. The school has two reading specialists. Additionally, there is an eight-member Student Services Department which consists of two guidance counselors, two social workers, one childcare specialist, one school nurse, one media specialist and one career specialist. Seventy-five percent of these staff members hold advanced degrees—Doctorate (25 percent), Specialist Degree (12.5 percent), and Masters Degree (37 percent). The school staff includes six clerical staff, four full-time custodians, three Food Service personnel, thirty-seven Pre-K paraprofessionals, and three general paraprofessionals. Sixty-seven percent of the Pre-K paraprofessionals have a Child Development Associate equivalent (Early Childhood Certificate), 31 percent have an Associate Degree, and 11 percent have a Bachelor's Degree. One general paraprofessional has a Bachelor's Degree and two have Associate Degrees.

Realizing that we have acquired the formidable challenge of educating pregnant and parenting teens, most of whom have been unsuccessful in school, we are confident that we can achieve significant changes in the future through the implementation of our 2006-2007 School Improvement Plan.

School Foundation

Leadership:

The principal's theme for this school year is "Student Achievement and Student Attendance: Working Hand in Hand," a theme which summarizes the school's direction and provides focus to students and staff including counselors, classroom teachers, and all support staff. The administrative team has instituted programs to monitor and improve student performance and behavior through teacher training, student behavior management programs, and revision of attendance policies and procedures to address the performance objectives reflected on the School Site Incentive Scorecard for Alternative Education.

The direction the school takes, within the parameters determined by district and state mandates, is set through formal and informal collaboration across many varied opportunities for staff involvement. The principal meets on a bi-weekly basis with the Leadership Team consisting of the assistant principal, Departmental Team Leaders, and the Reading Coaches. In addition to these formal meetings, the principal hosts regular unscheduled sessions with Team Leaders and others to discuss additional concerns. Faculty meetings and Departmental Team meetings are held monthly and provide an open collegial forum for concerns.

The Curriculum Leadership Team includes the assistant principal, the Departmental Team Leaders, and the Reading Coaches. Through this team, all staff is provided representation as they engage in dialogue with administrative staff. Committees are formed as needed to address specific concerns. Beyond these formal channels, all members of the administrative team maintain an open door policy for staff interaction. EESAC is regularly attended by active staff members, as well as administrators, parents, students, and members of the community.

In the 2006 OPIS, Leadership was a high-ranking category, receiving an overall score of 4.3 across the seven related items. The survey used a Likert scale response from 1 (strongly disagree) to 5 (strongly agree). Within the Leadership category, "I know my work location's mission (what it is trying to accomplish)" received the strongest rating of 4.6. "My work location asks me what I think" received a 3.9 rating. This may reflect a need to more openly involve all staff, including support staff, in setting directions for the school.

District Strategic Planning Alignment:

The goals and objectives of Dorothy M. Wallace COPE Center mirror the high academic standards indicated in the District Strategic Plan. The Florida Continuous School Improvement Model will be implemented, utilizing the Plan, Do, Check, Act Process. The goals, objectives, and strategies included in our School Improvement Plan were developed collaboratively by the EESAC and the Leadership Team. An instructional focus calendar is currently being updated which all teachers will follow, and they will develop benchmarked lessons. Student progress will be monitored through both mini and quarterly assessments. During daily sessions of the Professional Learning Communities, monthly faculty meetings, and monthly team meetings, teachers and Leadership Team members will analyze student assessment data and plan for student remediation and enhancement activities. Instructional effectiveness will also be assessed and addressed through professional development activities. This cycle will be implemented continuously.

The OPIS contained three items in the category designated Strategic Planning. This category received the overall rating of 4.1. "I know the parts of my work location's plans that will affect me and my work" received the strongest rating of 4.3. "As it plans for the future, my work location asks for my ideas" received the weakest rating of 3.8.

The weakness indicates that staff members should be regularly encouraged to place their suggestions and ideas in the various suggestion boxes located throughout the school and that other forums for solicitation of staff's ideas should be developed. Such ideas can then be noted and considered by the appropriate staff members.

Stakeholder Engagement:

In the category of Customer and Market Focus, the OPIS contained five items. The category showed an overall rating of 4.3. "I know who my most important customers are" was the item showing the strongest rating of 4.7. The item showing the weakest rating of 4.0 was "I am allowed to make decisions to solve problems for my customers." Isolating the source of this concern is difficult; therefore, staff members will need to expound more fully on this point by means of the suggestion boxes or similar medium.

Faculty & Staff:

The administrative staff at Dorothy M. Wallace COPE Center acknowledges that the goals outlined in the School Improvement Plan present a challenge that can be accomplished only by a staff that has been carefully selected and maintained, one that is caring and well-trained, and one that is committed to high-performing results. Teachers new to the school are welcomed into a family-type setting. They are assigned a network system consisting of a Professional Growth Team of veteran teachers who actively assist them with the planning and delivering of well-prepared lessons that incorporate research-based strategies.

The OPIS results in the category of Human Resource Focus indicate positive responses with an overall category rating of 4.2. Two of the six-item sections, "The people I work with cooperate and work as a team" and "My supervisor encourages me to develop my job skills so that I can advance in my career," ranked weakest with 4.2 ratings. To the contrary, "I have a safe workplace," showed the strongest rating of 4.4. All six items received a rating of 4.0 or greater.

Data/Information/Knowledge Management:

In the school's quest to gather and understand data, the principal takes a leadership role by working closely with the data coordinator and school treasurer. The principal serves as a mentor for newly appointed principals in the areas of budget, audits, student achievement, and personnel issues. With her expertise, she also mentors school staff in areas related to the application of data. The school also has many expert staff members who lead and guide others in the interpretation of data and its application to decision making.

Dorothy M. Wallace COPE Center makes student achievement data available to staff members through Student Performance Indicators (SPI), Edusoft, and the Pinnacle Gradebook which provides teachers easy access to summaries of student performance data. School Improvement Plan activities include analysis of standardized and district data as well as school-site generated data.

The OPIS had the highest category rating of 4.3 for the category Measurement, Analysis, and Knowledge Management. Two of the six items, "I get all of the important information I need to do my work" and "I get the information I need to know about how my work location is doing," tied for the weakest rating of 4.2. "I know how to measure the quality of my work" and "I know how to analyze (review) the quality of my work to see if changes are needed" received the strongest rating of 4.4. Though a need for improvement is evident in these areas, COPE takes pride in the advancements that have been made and will continue to strive for excellence.

Education Design:

In the OPIS, the Process Management category received a 4.0 overall rating. Of the four items included in this category, only one item, "I have control over my work processes," slightly trailed the average ranking with a 3.9 rating.

The administrative staff is well aware of the need to constantly utilize the Florida Continuous School Improvement Model which is driven by the Plan, Do, Check, Act Process. Such awareness is evident by the continual modification of the instructional focus calendar which is inclusive of benchmarked lessons that reflect the needs of the students. Student progress is monitored through both mini and quarterly assessments. During daily sessions of the Professional Learning Communities, the Reading Coaches utilize research-based strategies to model benchmark lessons. In addition, Reading Coaches analyze student assessment data and assist teachers in planning for student remediation and enhancement activities. Instructional effectiveness is assessed and addressed through professional development activities. Since this is an ongoing process, this cycle will be implemented continuously.

Performance Results:

In the OPIS, the Business Results category received an overall rating of 4.2. Of the nine items included, only two received a rating less than 4.0. "I know how well my work location is doing financially" received a rating of 3.5. "My work location removes things that get in the way of progress" received a rating of 3.8. The principal and the school treasurer are strong advocates of keeping Team Leaders and club sponsors abreast of all budgetary procedures and transactions. However, systems and procedures must be put into place to ensure optimum results of overall school operation.

In viewing the many accomplishments of Dorothy M. Wallace COPE Center, we can certainly be proud of our ability to provide continuing opportunities for purposeful education in a variety of ways. We teach teenage parents through multi-disciplinary approaches in a nurturing environment. We recognize the total well-being of each student by fostering positive social and emotional growth. We are also proud to relate that our school provides academic, parenting, life management, and career skills, along with needed support services, thus allowing for maximum school success.

During the 2005-2006 school year, learning gains in reading and mathematics for students at Dorothy M. Wallace COPE Center were among the highest in the District. This feat overwhelmingly expresses the genuine commitment of the staff toward accomplishing the mission of our school, and it demonstrates how this dedication is cherished and embraced by the students. It verifies that we maintain a learning environment in which students feel safe, secure, and valued. In this citadel of learning, high academic achievement and good attendance are expected, promoted, and acknowledged. Therefore, Dorothy M. Wallace COPE Center strives to offer a welcoming, productive school climate for all stakeholders as we use every opportunity to unyieldingly proclaim our annual theme, "Student Achievement and Student Attendance: Working Hand in Hand."

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Increase the reading performance of all students to prepare them for graduation, employment, postsecondary education, responsible citizenship, and lifelong learning.

Needs Assessment

An analysis of the 2006 Reading FCAT results indicated that 11 percent of ninth graders and none of the tenth graders scored at or above mastery level. The total school population scored well below mastery level on Words and Phrases (20 percent) and Main Idea (45 percent). The average percentage for Comparison and Contrast was 50 percent, and the average percentage for Reference and Research was 55 percent. There is a need to improve scores in all areas.

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 utilizing the Sunshine State Standards, all students will improve their reading skills, as evidenced by 51 percent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Reading FCAT.

Given instruction utilizing the Sunshine State Standards, Black students will improve their reading skills, as evidenced by 51 percent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Reading FCAT.

Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills, as evidenced by 51 per cent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Reading FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Respond to and implement recommendations provided by District Site Visitation Team.	Administrators, Leadership Team, Teachers	09/2006	05/2007	District Strategic Plan	\$0.00
Administer FCAT Reading simulations prior to FCAT testing.	Administrators, Test Coordinator	02/2007	03/2007	District Strategic Plan	\$0.00
Schedule Level 1 and 2 students into Intensive Reading classes.	Administrators, Counselors	08/2006	05/2007	District-wide literacy plan	\$0.00
Provide opportunities for reading coaches to model lessons for teachers, team teach with teachers, and provide feedback to teachers.	Administrators, Reading Coaches, Teachers	08/2006	05/2007	District Strategic Plan	\$199.99
Utilize Reading Plus, Language!, and the Accelerated Reader program.	Administrators, Intensive Reading Teachers	08/2006	05/2007	District Strategic Plan	\$16004.71
Model basic reading strategies that reflect FCAT Benchmarks for all teachers during Professional Learning Communities (four days a week, 15 minutes each day).	Administrators, Reading Coaches	08/2006	05/2007	District Strategic Plan	\$12.80
Develop and implement a Reading Focus Calendar.	Administrators, Reading Coaches	08/2006	05/2007	Continuous Improvement Model	\$631.73
Provide 15-minute focus lessons in all content area courses as referenced by the Reading Focus Calendar which is driven by 2006 FCAT results.	Administrators, Teachers	08/2006	05/2007	Continuous Improvement Model	\$1221.90
Analyze performance data from the MAZE, Gates, DAR and benchmark assessments.	Administrators, Data Analyst, Reading Coaches	08/2006	05/2007	Continuous Improvement Model	\$900.00
Provide maintenance lessons for reading	Administrators,	08/2006	05/2007	Continuous	\$1065.31

benchmarks through Language Arts courses.	Teachers			Improvement Model	
Provide tutoring for FCAT retakes and the lowest performing students.	Administrators, Tutors	09/2006	05/2007	District Strategic Plan	\$21600.00
Administer pre- and post-mini assessments at the beginning and conclusion of instruction on each reading benchmark.	Administrators, Reading Coaches	09/2006	05/2007	Continuous Improvement Model	\$0.00
Analyze student assessment data from each benchmark assessment, and then plan for student remediation and enrichment.	Administrators, Data Coordinator, Reading Coaches	08/2006	05/2007	Continuous Improvement Model	\$0.00
Utilize CRISS strategies in Language Arts and Reading classes.	Administrators, Teachers	08/2006	05/2007	District-wide literacy plan	\$0.00
Implement Professional Learning Communities for all teachers four days a week, with a focus on analyzing data and modeling basic reading skills.	Administrators, Reading Coaches	08/2006	05/2007	Communities of Practice	\$0.00
Hold bi-monthly department meetings to review assessment data, share best practices, and address professional development needs.	Administrators, Team Leaders	08/2006	05/2007	Academic Teams	\$0.00
Schedule students with decoding needs, as evidenced by the DAR, into Intensive Plus courses.	Administrators, Counselors, Reading Coaches	08/2006	05/2007	District Strategic Plan	\$0.00

Research-Based Programs

Reading Plus, Language!, Greatsource SOURCEBOOKS, Greatsource Vocabulary for Achievement, AMSCO Preparing for FCAT, KAPLAN Foundations: English Language Arts HS, KAPLAN Reading and Writing

Professional Development

Staff development will include additional training in CRISS strategies, Edusoft data analysis, Reading Plus, Language!, incorporation of reading benchmarks in content areas, analysis of student performance indicators and calculation of learning gains, administering the MAZE, and the Florida Achieves Assessment System.

Evaluation

Students' progress will be measured by the Florida Achieves mini-assessments of identified benchmarks, District Interim Assessments, and the 2007 Reading FCAT.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Increase the mathematics performance of all students to prepare them for graduation, employment, postsecondary education, responsible citizenship, and lifelong learning.

Needs Assessment

An analysis of the 2006 Mathematics FCAT results indicated that 26 percent of ninth graders and 19 percent of tenth graders scored at or above grade level. Further analysis of the data indicated that ninth grade students scored lowest on Geometry and Measurement. Tenth grade students scored below proficiency in Algebraic Thinking, Geometry and Measurement. In addition, the data indicated that 11 percent of tenth graders, 33 percent of eleventh graders, and 63 percent of twelfth graders passed the fall administration of the Mathematics FCAT Retake. Moreover, 33 percent of twelfth grade, 20 percent of eleventh grade, and none of tenth grade passed the 2006 Mathematics FCAT Retake.

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 utilizing the Sunshine State Standards, all students will improve their mathematics skills, as evidenced by 56 percent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Mathematics FCAT.

Given instruction utilizing the Sunshine State Standards, Black students will improve their mathematics skills, as evidenced by 56 percent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Mathematics FCAT.

Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills, as evidenced by 56 percent of the students reaching Achievement Level 3 or above, and by documented scores on the 2007 Mathematics FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule all Level 1, Level 2, and Retakes into Intensive Mathematics classes.	Administrators, Guidance Counselors, Team Leader, Teachers	08/2006	05/2007	District Strategic Plan	\$0.00
Respond to and implement recommendations provided by the District Site Visitation Team.	Administrators, Team Leader	09/2006	05/2007	District Strategic Plan	\$0.00
Utilize FCAT Works, RiverDeep and FCAT Explorer.	Administrators, Team Leader, Math Teachers	09/2006	05/2007	District Strategic Plan	\$0.00
Improve students' understanding of their own performance on the Mathematics FCAT through the implementation of "Test Talks."	Administrators, Team Leader, Math Teachers	09/2006	05/2007	District Strategic Plan	\$0.00
Administer a diagnostic test to all students.	Administrators, Team Leader, Math Teachers	08/2006	05/2007	District Strategic Plan	\$0.00
Develop and implement a Mathematics Instructional Focus Calendar based on student performance on the 2006 Mathematics FCAT.	Administrators, Team Leader, Math Teachers	08/2006	05/2007	Continuous Improvement Model	\$0.00
Develop and administer focus lessons in Intensive Mathematics classes.	Administrators, Team Leader, Math Teachers	08/2006	05/2007	Continuous Improvement Model	\$0.00
Develop and implement mini-focus lessons in regular mathematics classes.	Administrators, Team Leader,	08/2006	05/2007	Continuous Improvement Model	\$0.00

	Math Teachers				
Monitor implementation of focus and mini-focus lessons.	Administrators, Team Leader	08/2006	05/2007	Continuous Improvement Model	\$0.00
Analyze student assessment data and plan for student remediation and maintenance.	Administrators, Team Leader, Math Teachers	08/2006	05/2007	Continuous Improvement Model	\$0.00
Administer interim assessments on a quarterly basis.	Administrators, Team Leader, Math Instructors	10/2006	05/2007	Continuous Improvement Model	\$0.00
Administer simulated Mathematics FCAT in the spring.	Administrators, Test Coordinator	02/2007	03/2007	District Strategic Plan	\$0.00
Develop and implement mini-assessments.	Administrators, Team Leader, Math Teachers	08/2006	05/2007	Continuous Improvement Model	\$0.00
Develop and implement a Personal Improvement Plan (PIP) for each student.	Administrators, Team Leader, Math Teachers	09/2006	05/2007	District Strategic Plan	\$0.00
Tutor students who are retaking the Mathematics FCAT, utilizing the pullout model.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe Math Textbooks for grades 6-12, FCAT Works, RiverDeep, FCAT Explorer, Glencoe FCAT Practice Workbooks 7, 8, 9, 10, AMSCO Preparing for the FCAT

Professional Development

Staff development will include training and best practices in the implementation of CRISS and its foundational principles, Florida Continuous Improvement Model, Reciprocal Teaching Update, Utilizing Student Performance Data, and Utilizing Edusoft to Generate Tests and Analyze Data. Teachers will also participate in professional development activities as provided by the District.

Evaluation

Students' progress will be measured on diagnostic tests, utilizing Glencoe FCAT Examview Pro. Students' progress will also be monitored on the District Interim Assessments and the 2007 Mathematics FCAT.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Increase the writing performance of all students to prepare them for graduation, employment, postsecondary education, responsible citizenship, and lifelong learning.

Needs Assessment

An analysis of the 2006 Writing FCAT indicated that the combined mean score of tenth grade students was 3.7. Seventy-five percent scored at or above mastery on Expository Writing, and 60 percent scored at or above mastery on Persuasive Writing. Seventy-three percent of the students achieved mastery on the 2006 FCAT Writing Plus. A need to improve students' overall writing performance still exists.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, students will improve their writing skills, as evidenced by 74 percent of students scoring 4 or higher, and by documented scores on the 2007 Writing FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement writing success plan with students.	Administrators, Language Arts Teachers	09/2006	05/2007	District Strategic Plan	\$0.00
Implement writing instruction across the curriculum.	Administrators, All Teachers	08/2006	05/2007	District Strategic Plan	\$0.00
Utilize writing assessments to diagnose, monitor, re-teach and tutor students.	Administrators, Language Arts Teachers	09/2006	05/2007	District Strategic Plan	\$0.00
Incorporate the use of rubrics and sample essays to enable students to assess their strengths and weaknesses.	Administrators, Language Arts Teachers	09/2006	05/2007	District Strategic Plan	\$0.00
Implement lessons in Language Arts classes that will continually afford students the opportunity to write and edit essays that address expository and persuasive prompts.	Administrators, Language Arts Teachers	09/2006	05/2007	District Strategic Plan	\$0.00
Administer District pre- and post-writing tests.	Administrators, Test Chair	08/2006	04/2007	District-wide literacy plan	\$0.00
Develop and implement a Writing Instructional Focus Calendar in all grades.	Administrators, Language Arts Team Leader	09/2006	05/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Reading and Writing SOURCEBOOKS, KAPLAN Reading and Writing, Glencoe-McGraw Writers' Choice, McDougal/Littell Language of Literature

Professional Development

Staff development will include CRISS training and updates, Florida Continuous Improvement Model, and Differentiated Instruction, as well as professional development activities provided by the District.

Evaluation

Students' progress will be measured by pre- and post-writing tests, mini-assessments, and 2007 FCAT Writing Plus.

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 checked="" 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 4 STATEMENT:

Increase the science performance of all students to prepare them for graduation, employment, postsecondary education, responsible citizenship, and lifelong learning.

Needs Assessment

An analysis of results of the 2006 Science FCAT indicated that 4 percent of our students scored at or above grade level. The average scale score for Dorothy M. Wallace COPE Center was 279, compared to 237 in 2005. The average score in all four content areas was 41 percent. Although our students scored highest in Scientific Thinking (50 percent), we feel the need to focus on all four content areas.

Measurable Objective

Given instruction utilizing the Sunshine State Standards, students will increase their science skills, as evidenced by a 29 percent increase in the number of students reaching Achievement Level 3 or above, and by documented scores on the 2007 Science FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Tutor students who are not currently enrolled in science, utilizing a pullout model.	Administrators, Team Leader, Science Teachers	01/2007	02/2007	District Strategic Plan	\$0.00
Utilize RiverDeep and Explore Learning.	Administrators, Team Leader, Science Teachers	08/2006	05/2007	District Strategic Plan	\$0.00
Respond to and implement recommendations provided by the District Site Visitation Team.	Administrators, Team Leader, Science Teachers	09/2006	05/2007	District Strategic Plan	\$0.00
Administer simulated Science FCAT in the spring.	Administrators, Team Leader, Science Teachers	02/2007	03/2007	District Strategic Plan	\$0.00
Develop and implement a Science Instructional Focus Calendar based on student performance on the 2006 Science FCAT.	Administrators, Team Leader, Science Teachers	08/2006	05/2007	Continuous Improvement Model	\$0.00
Develop and implement benchmark assessments.	Administrators, Team Leader, Science Teachers	08/2006	05/2007	Continuous Improvement Model	\$0.00
Monitor mini-focus lessons and assessments.	Administrators, Team Leader, Science Teachers	08/2006	05/2007	Continuous Improvement Model	\$0.00
Analyze student assessment data.	Administrators, Team Leader, Science Teachers	08/2006	05/2007	Continuous Improvement Model	\$0.00
Develop and implement focus and maintenance lessons.	Administrators, Team Leader, Science Teachers	08/2006	05/2007	Continuous Improvement Model	\$154.25
Administer a diagnostic science exam to all students.	Administrators, Team Leader, Science Teachers	08/2006	09/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Physical Science: Glencoe, Physical Science with Earth Space

Chemistry: Glencoe, Chemistry-Matter and Change

Biology: Prentice Hall, Biology

Earth Space: Glencoe, Earth Space

RiverDeep

ExploreLearning

Professional Development

Staff development will include training and best practices in the implementation of CRISS and its foundational principles, Florida Continuous Improvement Model, Reciprocal Teaching Update, Utilizing Student Performance Data, and Utilizing Edusoft to Generate Tests and Analyze Data. Teachers will also participate in professional development activities as provided by the District.

Evaluation

Students' progress will be measured by a diagnostic science exam, mini-assessments on identified benchmarks and the 2007 Science FCAT.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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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 5 STATEMENT:

Increase parental involvement and assumption of responsibility for the attendance and academic performance of their students.

Needs Assessment

The results of the School Climate Survey for the 2005-2006 school year indicated parents' strong satisfaction with conditions at the school, with the teachers, and with the instructional program, as evidenced by the B average grade. However, there was a seven percent dissatisfaction rating regarding teachers' efforts to include parents in matters directly affecting their child's progress in school.

Measurable Objective

Given an emphasis on home-school communications, the rate at which parents will be included in matters directly affecting their child's progress in school will increase by 10 percent in 2006-2007 when compared to 2005-2006, as documented by Parent Conference Logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct parent/guardian conferences with the Principal for students who have five unexcused absences.	Administrators, Student Services Team Leader	08/2006	05/2007	District Strategic Plan	\$0.00
Encourage parent participation in the district Parent Academy.	Administrators, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Examine the relevance and frequency of home learning assignments in PLC and adjust accordingly.	Administrators, Assistant Principal	10/2006	05/2007	District Strategic Plan	\$0.00
Conduct parent/guardian conferences with the Assistant Principal, Counselor and Social Worker when students have three unexcused and/or five excused absences.	Administrators, Student Services Team Leader	08/2006	05/2007	District Strategic Plan	\$0.00
Improve and increase home-school communication via telephone calls, ConnectEd, website, newsletters and systematic scheduling of parent conferences.	Administrators, Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Increase bilingual communication with parents by utilizing conference translators and the translation of written notices of school events.	Administrators, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Increase community participation in school programming to include Communities in Schools, University of Miami/Linda Ray Intervention Center, MDC, Big Brothers-Big Sisters, and Allstate Insurance.	Administrators, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Update and expand useful, relevant material in the Parent Resource Center, including Internet access and suggested websites.	Administrators, Media Specialist	10/2006	05/2007	District Strategic Plan	\$500.00

Research-Based Programs

Dorothy M. Wallace COPE Center will apply the Six Standards for Parent Involvement as identified by Rutgers University Center for Family Involvement in Schools and the National Standards for Parent Involvement as identified by the National PTSA Council.

Professional Development

Encourage staff and parent participation in the District's Parent Academy. Provide teachers with training related to involving parents in positive home-school communication.

Evaluation

This objective will be evaluated by Parent Conference Logs for the 2006-2007 school year.

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 checked="" 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 6 STATEMENT:

Promote programs and practices that enhance student safety and improve school attendance

Needs Assessment

A comparison of the daily attendance rate of 85.4 percent in the 2004-2005 school year to the daily attendance rate of 83.6 percent in the 2005-2006 school year reveals a decrease in school attendance. Based upon this decrease, a definite need to implement a comprehensive attendance plan is obvious.

Measurable Objective

Given an emphasis on attendance policies and procedures, the school will increase the daily student attendance rate by 5 percent in 2006-2007 when compared to 2005-2006, as documented by District-generated attendance reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Decrease the number of students assigned to outdoor suspension by utilizing the school Guidance Center.	Administrators, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Provide counseling to students following each absence.	Administrators, Social Workers	08/2006	05/2007	District Strategic Plan	\$0.00
Conduct administrative conferences with students who have five unexcused absences.	Administrators, Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Conduct home visits as a part of the attendance intervention plan.	Administrators, Social Workers	08/2006	05/2007	District Strategic Plan	\$0.00
Refer truant students to the District Attendance Office according to district guidelines.	Administrators, Social Workers	08/2006	05/2007	District Strategic Plan	\$0.00
Provide an alternative to outdoor suspension by utilizing peer mediation and comprehensive student services.	Principal, Assistant Principal, Student Services Team Leader	08/2006	05/2007	District Strategic Plan	\$0.00
Contact the parent/guardian of every absent student by noon each day.	Administrators, Attendance Clerk, Social Workers	08/2006	05/2007	District Strategic Plan	\$0.00
Conduct parent/guardian conferences when a student has three unexcused and/or five excused absences.	Administrators, Student Services Team Leader	08/2006	05/2007	District Strategic Plan	\$0.00
Implement quarterly reward field trips for students with the best attendance.	Principal, Assistant Principal	10/2006	05/2007	District Strategic Plan	\$3500.00
Reinforce good attendance by utilizing the Stork's Nest behavior modification program.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$1100.00
Meet with parent/guardian and incoming student to provide and explain a copy of attendance policies and procedures.	Administrators, Registrar, Student Services Team Leader	08/2006	05/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Administrators and Social Workers will participate in region and district training regarding truancy and attendance procedures. Student Services personnel will attend the Melissa Institute.

Evaluation

This objective will be evaluated by utilizing information provided on District-generated attendance reports for 2006-2007.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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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:

Promote the integration of technology into curriculum, instruction, and technology skill development.

Needs Assessment

Based upon the results of a 2005-2006 School-Site Technology Survey, 52 percent of the teachers used technology bi-weekly in the delivery of lessons. There is a need to increase the use of technology to enhance learning.

Measurable Objective

Given research-based professional development opportunities, the percentage of teachers who use technology in the delivery of lessons will increase by 8 percent in 2006-2007 when compared to 2005-2006, as evidenced by a School-Site Technology Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize technology to create and provide assessment data to drive instruction.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Ensure that every faculty member has a dedicated computer appropriate for accessing student performance data.	Principal	08/2006	05/2007	District Strategic Plan	\$750.00
Enhance teacher computer skills through professional development.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Involve students in technology-based activities in every subject area.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Incorporate research-based instructional methods supported by technology into lessons.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00

Research-Based Programs

System for Technology Accountability and Rigor (STAR), Technology Integration Model (TIM) Project, Connecting Student Learning and Technology

Professional Development

Professional development will include Information Technology Services (ITS) classes and Utilizing Edusoft to Generate Tests and Analyze Data.

Evaluation

Evaluation will be made by using a 2006-2007 School-Site Technology Survey.

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.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 8 STATEMENT:

Promote student use of school-based health programs and use of the on-site wellness center.

Needs Assessment

Given the unique needs of our teen parent population, special attention for students' health, nutritional and fitness needs is paramount. Forty-one percent of students enrolled at Dorothy M. Wallace COPE Center utilized the on-site wellness center during the 2005-2006 school year; additional enrollment is desirable.

Measurable Objective

Given increased information about school health programs, 50 percent of students will utilize the on-site wellness center during the 2006-2007 school year, as documented by health logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Coordinate and implement a school health fair.	Principal, Physician Assistant	08/2006	05/2007	District Strategic Plan	\$0.00
Offer classes in nutrition, child development, parenting skills, personal fitness, childbirth and modified physical education.	Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Provide a full-time school nurse.	Principal	08/2006	05/2007	Community Partnerships	\$0.00
Provide an on-site Women, Infants and Children (WIC) Center.	Principal	08/2006	05/2007	Community Partnerships	\$0.00
Utilize the services of the Healthy Start Parent Education Program to improve the pre- and post-natal care of infants and children.	Principal, School Nurse	08/2006	05/2007	Community Partnerships	\$0.00
Invite guest lecturers from the University of Miami nursing program to discuss various health topics.	Administrators, Vocational Department Team Leader	08/2006	05/2007	District Strategic Plan	\$0.00
Provide written and verbal information about the benefits of using school health programs and also conduct a tour of the wellness center during student orientation.	Administrators, Student Services Team Leader	08/2006	05/2007	District Strategic Plan	\$0.00
Conduct early intervention screening and assessment of infants and toddlers, utilizing the Natural Environmental Educational Development (N.E.E.D.) Program of the Early Learning Coalition of Miami-Dade County.	Administrators, Childcare Director, Inclusion Specialist	08/2006	05/2007	Community Partnerships	\$0.00
Utilize the services of the interactive parenting program of Project Hand-in-Hand.	Principal, Assistant Principal	08/2006	05/2007	Community Partnerships	\$300.00
Provide literature regarding on-site wellness center services and instructions for health insurance enrollment to parents during orientation.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00

Research-Based Programs

Ages & Stages Questionnaire (ASQ), LAP-D, Early LAP

Professional Development

Schedule training for the paraprofessionals and child caregivers with the facilitators of Project Hand-in-Hand.

Evaluation

Evaluation of this objective will compare students' use of the on-site wellness center in 2006-2007 to that of 2005-2006, utilizing wellness center logs.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Enrich the psycho-social development of students and enhance their attachment to school.

Needs Assessment

The rate at which students withdrew and returned to their home schools during the 2005-2006 school year indicated a need for COPE students to experience a greater satisfaction with school programs and an enhanced attachment to school. The decline in the rate of daily student attendance also attests to the need for school programs that address a wider spectrum of student interests and needs.

Measurable Objective

The number of school activities designed to meet students' special interests and needs offered in the 2006-2007 school year will be significantly higher than the number offered in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement monthly assemblies featuring motivational speakers and cultural performances.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Implement a behavior modification point system in which students spend earned points on baby clothing and supplies and become eligible for quarterly reward trips.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Reward academic achievement by taking the top achievers to local restaurants for Honor Roll luncheons.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Utilize the services of Communities in Schools, Inc. to match 40 seniors with mentors whom they visit monthly in the mentors' workplaces.	Principal, Assistant Principal	08/2006	05/2007	Mentoring Opportunities	\$0.00
Provide tutoring on a pull-out basis to identified students.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$1409.97
Offer a variety of school clubs, including Fashion Design, Art, Chat Groups, Stepping, Photography, Women of Tomorrow, and Spoken Word.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$301.24
Schedule all students into the nurseries twice a week to practice parenting skills learned in Project Hand in Hand training.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$999.63
Utilize the services of the Linda Ray Intervention Center, University of Miami, to provide four sessions of Project Hand-in-Hand parenting training for all students.	Principal, Assistant Principal	08/2006	05/2007	Community Partnerships	\$0.00
Research and develop a Career-Themed Model to be implemented at the school.	Administrators, Leadership Team	10/2006	05/2007	District Strategic Plan	\$0.00
Explore the possibility of implementing an eight-period day schedule.	Principal	10/2006	05/2007	District Strategic Plan	\$0.00
Identify and establish partnership(s) for a	Administrators, Career Specialist	10/2006	05/2007	District Strategic	\$0.00

Career-Themed Model.		Plan	
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Research-Based Programs

Professional Development

Evaluation

This objective will be evaluated by a comparison of the 2005-2006 activities calendar to the 2006-2007 activities calendar and the Adult-Adolescent Parenting Inventory (AAPI) pre- and post-tests.

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 checked="" 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 10 STATEMENT:

Improve students' reading performance utilizing a fiscally sound budget.

Needs Assessment

This school is not represented on the Florida Department of Education (FLDOE) Return on Investment (ROI) index for 2004-2005. Since the index rating is based on learning gains and program costs and only 45 percent of our students met state standards for learning gains in reading on the 2005-2006 FCAT, there is a need to increase to 51 percent the percentage of students making learning gains.

Measurable Objective

Given a fiscally sound budget, the school will increase students' learning gains to 51 percent in reading, and by documented scores on the 2007 Reading FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recruit additional Dade Partners.	Principal, Student Services Team Leader	08/2006	05/2007	District Strategic Plan	\$0.00
Examine the school budget with an eye to improving strategic budget decisions.	Principal, EESAC	08/2006	05/2007	District Strategic Plan	\$0.00
Collaborate with our Dade Partners and Communities in Schools to leverage more community resources into the school.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00
Increase the number of volunteers.	Principal, Assistant Principal	08/2006	05/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable

Professional Development

Staff development will include additional training in the analysis of student performance indicators and calculation of learning gains.

Evaluation

The results of the 2007 Reading FCAT will be used for the evaluation of the objective.

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 budget for 2006-2007 was approved for the use of EESAC funds to purchase trophies and certificates for student recognition and to purchase books for the Media Center.

Training:

All EESAC members will be provided an overview of EESAC procedures and will be afforded opportunities to attend District level trainings.

Instructional Materials:

EESAC members will be given opportunities to review instructional materials that will support the School Improvement Plan. EESAC members will provide input in the decision-making process regarding the utilization of appropriate programs.

Technology:

EESAC members will be given opportunities to review computer programs that will support the School Improvement Plan. EESAC members will provide input in the decision-making process about utilizing appropriate programs.

Staffing:

The EESAC will collaborate with the school administration in the hiring of personnel.

Student Support Services:

The EESAC supports the following programs: Student orientation during each grading period, Do The Right Thing, Building Eager Esteem (BEE) Club, PROUD Mediation, and a Student Government Organization. Students are provided with a school planner which includes a student handbook.

Other Matters of Resource Allocation:

EESAC members will review and approve the allocation of resources as they pertain to student achievement.

Benchmarking:

EESAC members will be given copies of the state benchmarks in the areas of reading, writing, mathematics and science. This will ensure familiarity with these documents as they pertain to the School Improvement Plan.

School Safety & Discipline:

The Code of Student Conduct will be referenced by the EESAC members when the safety of students and/or the overall discipline of the school is a concern.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$41,636.44
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$154.25
Goal 5: Parental Involvement	\$500.00
Goal 6: Discipline & Safety	\$4,600.00
Goal 7: Technology	\$750.00
Goal 8: Health & Physical Fitness	\$300.00
Goal 9: Electives & Special Areas	\$2,710.84
Goal 10: Return On Investment	\$0.00
Total:	\$50,651.53

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