
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 8141 - Juvenile Justice Center

FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Orlando Milligan

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Juvenile Justice Center

The Juvenile Justice Center School (JJCS) is an alternative education program within the Miami-Dade County Public Schools (M-DCPS) District, serving youth who are detained at the Miami-Dade Regional Juvenile Detention Center (M-DRJDC). An average of 200 students, ranging in age from 11-17, is enrolled at the facility for the duration of the juvenile court-assigned detention, usually 15 days or fewer. Students are scheduled for classes, based upon grade level(s) at the time of enrollment and Student Progression Plan requirements. Schedules are developed for learners subsequent to an initial diagnostic battery of tests. While the majority of enrollees is male, females are also served albeit, in separate classrooms. In tandem with the administration at the M-DRJDC, the principal and his leadership team work as a unified cadre to offer a comprehensive educational experience to the youth housed at this facility.

A review of current research reveals that a direct correlation often is found between academic deficiencies and juvenile crime. Within our population, most students read two or more grade levels below the expected range and grade for their ages and exhibit disinterest in school. The JJCS staff is committed to working as a team to forge troubled youth into venues that lead students to become successful adults with ethical behavior and civic pride. JJCS offers essential skills development to its transient population; credits earned at JJCS are transferred to the student's home school or commitment program.

It is the formidable challenge of JJCS administrators, counselors, teachers and staff to engage learners in goal-oriented activities with sufficient self-efficacy to restore learner interest in academic achievement. Implicit in academic and counseling activities is the covert, yet essential, curricular aim of inspiring youths to reverse negative trends in behaviors and attitudes.

The school provides temporary enrollment for youth, none of whom graduates from this facility, the goal is to offer intensive instruction and counseling, so that the transition back to the regular educational program will be a success. Accordingly, a full-time counselor works solely in the field of exit transition; in this way, transitions back to school are made with minimal interruption to students' academic progress. The JJCS staff also works diligently to educate students about career choices and to engage them in thought-provoking activities which help them to understand the consequences of criminal activities. The aim is to show students the rewards of making sound daily and career decisions.

The JJCS takes pride in its Cadmean victories among the most at-risk youth in M-DCPS. The education of oppositional learners is a continual challenge, but the JJCS staff members are committed to this daunting pedagogical venture. The possibilities for growth are, thankfully, as inexhaustible as they are demanding. The JJCS is propitious to have excellent support, not only from M-DCPS district personnel, but also from the M-DRJDC staff and stakeholders from the Juvenile Justice Educational Enhancement Program (JJEPP) team in Tallahassee, Florida. The staff, faculty and EESAC have recommended the following objectives to guide our academic and professional focus for the 2006-2007 school year. These objectives are directedly aligned with the Florida Education Priorities and the District Strategic Plan.

Given instruction based on Sunshine State Standards the students in grades 6-10 will improve their reading skills as evidenced by 51% of the students scoring FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading subtest.

Given instruction based on Sunshine State Standards students in grades 6 through 10 will improve their mathematics skills as evidenced by 56% of the students scoring FCAT Achievement Level 3 on the 2007 FCAT Mathematics subtest.

Given instruction based on the Sunshine State Standards students in eighth and tenth grade will improve their writing skills as evidenced by an increase of 1 percentage point in students scoring 4.0 or above on the 2007 FCAT Writing+ subtests.

Given instruction based on Sunshine State Standards, students in grades eight and eleven will improve their science skills as evidenced by 10% scoring Achievement Level 3 on the 2007 administration of the FCAT Science subtest.

Given the opportunity for involvement in school, parents/ families/guardians of students enrolled will increase their involvement in school as evidenced by a one percentage point increase in visitations when 2006-2007 visitations are compared to 2005-2006 data as evidenced by student services logs.

Given a joint procedures document for Behavior and Discipline Procedures the Juvenile Justice Center School and Miami-Dade Regional Detention facility staff will implement the procedures to ensure effective and appropriate classroom conduct as evidenced by a 5% reduction in disciplinary referrals when data are compared to an in-house baseline.

Given instructions in electronic gradebook technology and the tools of the same, 95% of the teachers at Juvenile Justice Center School will effectively integrate technology into the instructional process through the use of the electronic gradebook.

Given instruction based on Sunshine State Standards in physical education, health and fitness, 10% of the students enrolled in Juvenile Justice Center School will demonstrate physical fitness as measured by presidential fitness standards.

Given instruction in GED content areas, 10 % of the students who enroll in Juvenile Justice Center School and who are eligible for the General Education Diploma(GED) Option, Plan B will demonstrate learning gains in GED content instruction based on GED OPT Program data results.

Given instruction based on Sunshine State Standards, Juvenile Justice Center School will increase the learning gains of students at all grade levels in reading and mathematics by 10% when FCAT 2006 results are compared to FCAT 2007 results on the reading and mathematics subtests.

Given the opportunity to participate in School-to-Career activities, students will demonstrate a 10% increase in career awareness as evidenced by a pre/post survey using the Florida Schools Counseling and Guidance Student Survey.

The Organizational Improvement Snapshot (OPIS) results classified Measurement, Analysis and Knowledge Management as the strongest area with a rating of 4.3. The lowest areas were Human Resource Focus(3.9) and Strategic Planning (3.9). Within the category of Human Resource Focus, the items of rated highest were 5a. I can make changes tht will improve my work: 4.2; next highest was 5c. My supervisor encourages me to develop my skills so that I can advance in my career: 4.0; Three items in this category were all rated at 3.8: "I have a safe work place." "I am recognized for my work." and "My supervisor and my work location care about me." The lowest rating was 3.6 for "The people I work with cooperate and work as a team." The leadership team along with the principal will determine the most effective strategies to generate a greater awareness of team work and cohesiveness. In the area of Strtegic Planning, The items "I know the parts of my work location's plans that will affect me and my work." and "I know how to tell if we are making progres on my work group's part of the plan." The item, "As it plans for the future, my work location asks for my ideas." was rated at 3.7. We will look to ways of giving more structure and formality to sollicitatiom of staff input for future plans. Staff will also be surveyed to determine other means of increasing awareness and information about these areas of school performance.

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.

Juvenile Justice Center

VISION

The vision of Juvenile Justice Center School is to provide an educational program that has enough flexibility to meet the needs of our academically and culturally diverse, yet high-risk population.

MISSION

The mission of the administration, faculty, staff and all stakeholders of the Juvenile Justice Center School is to provide a safe, conducive learning environment via an educational program that is relevant and sensitive to the academic, emotional, and behavioral needs of our student population. We believe that each student can learn and has the inalienable right to receive meaningful instruction. We serve as catalysts for change in the outlooks of our students and plant seeds for change by demonstrating that we care about the individual's welfare and future success.

CORE VALUES

Excellence

We pursue excellence as the mark of achievement and effort in every area of our school's performance.

Integrity

We work earnestly to develop positive relationships through honesty, respect and compassion, as a means of enhancing the self-esteem, safety, and well-being of all stakeholders, particularly our students, families and staff.

Equity

We provide a work and learning environment that serves all students as we diligently seek to eliminate the achievement gap which fosters occupational and social inequities.

Citizenship

We applaud and honor the diversity of our clientele and community by working together as a team to ensure the educational success of each student. We further extend our citizenship responsibilities to promote the democratic way of life for all people.

School Demographics

The Juvenile Justice Center School (JJCS) is located within the Miami-Dade Regional Juvenile Detention Center (MDRJDC), a secure, residential detention facility situated within the central area of Metro-Dade County, Florida. Our population consists of juvenile students who have been arrested within the physical boundaries of Miami-Dade County, although not necessarily residents of Florida or the United States.

The school provides a program of education for students who reside within the expansive boundaries of Miami-Dade County and come from all communities of the middle and senior high school programs of Miami-Dade County Public Schools as well as from private, and charter school programs. Occasionally, elementary students are enrolled. Consequently, JJCS is not a neighborhood school program, neither is it the home school for any student. Upon enrollment, a student may be enrolled in temporary status for up to 21 days, pending juvenile court action. Students enrolled from day 22 and beyond are considered "permanent" per the Juvenile Justice Educational Enhancement Program's Quality Assurance Standards. Our permanent students are often awaiting court action or have been assigned to commitment programs and are being maintained at MDRJDC pending the availability of "a bed" in a Level 8 or Level 10 program. Approximately 27% of the student population is enrolled beyond 21 days, this however may be misleading since we usually enroll and withdraw 20 to 25 students on a daily basis. Our population is multicultural and academically diverse: 35 % Hispanic, 55 % African-American, <1% Asian and 7 % other. Normally 33 % are Exceptional Education Students and 2 % LEP. Our gender enrollment averages 78% male and 22% female.

Our student population is not only at-risk, but is also high-risk and requires unique persistence and varied strategies for stimulating motivation and learning engagement. School staff focus on improving self-concept through the quest for academic excellence and student achievement. During the time of the student's enrollment we provide instruction in intensive reading, language arts, mathematics, science and social studies with a focus on social skills. Some students receive instruction in one or two electives: physical education, business education, or family and consumer sciences. We provide both language arts and intensive reading for any student who scores at FCAT Achievement Level 1. Currently, students are scheduled by grade level with sixth and seventh graders, averaging less than 20 students, scheduled together. MDRJDC provides a well-documented, research based first offender module for students arrested and incarcerated for the first time. These students are not allowed contact with repeat offenders, which is a procedure that has been documented to reduce the rate of recidivism.

The educational program is under the jurisdiction of two superintendents: the MDRJDC facility superintendent who is on site and the Miami-Dade County Public Schools superintendent and regional office. A cooperative agreement governs the collaborative efforts of MDRJDC and the school in behalf of student education and welfare. We provide year round schooling including fifteen additional days of Saturday School instruction to enrich student skills on the Sunshine State Standards. Within this framework, the school's principal provides strong, instructional leadership that frames the schools vision and mission, transforming these into reality.

High expectations for student achievement are shared among staff, students, and stakeholders. Upon entry, students are assessed in reading, writing, mathematics, learning styles and career interests. Teachers' instruction is developed from the competency based curriculum incorporating pacing guides, the development of a Focus Calendar and the implementation of the Florida Continuous Improvement Model. Instruction includes major accommodations for the range of student abilities within the classroom. Managing student behavior and engagement in learning is a challenge because many of our students have experienced so much school failure and personal trauma that they are reluctant to participate in an activity for fear of failure. These learners have become oppositional and recalcitrant thus demonstrating conduct disorders. Teachers persist in showing that they care about the student's welfare, that they expect high academic performance, and that they readily provide one to one instruction when necessary. The greatest challenge to classroom performance is when a student returns to class from court, upset and disappointed that s/he was not released. When this happens, special attention, one on one services, and counseling are available to redirect the student's focus to

learning. The General Education Development (GED) Program is available to students who qualify for the exit option.

The school has a current enrollment of 185: 42% ESE; 2% LEP ; 58% African-American, 35% Hispanic; 7% white. Additionally, 5% of the total are from another county or state. Our facility qualifies as a Title I facility and a percentage of the students within the lower quartile are provided pull-out instruction in reading and paraprofessional assistance in reading and other classes.

Additional challenges which we face encompass the limited number of classrooms for providing middle and senior high school courses, the age and condition of the building, and the physical conditions of the POD design of the Dade I school building.

School Foundation

Leadership:

The JJCS is led by a strong, positive principal and assistant principal who recognize and value stakeholder input and involvement. Having surveyed the instructional staff and key personnel from MDRJDC, the principal has designed the school program to operate from Dade I and Dade II instructional areas with Dade I primarily housing the senior high school population and physical education. Dade II, on the other hand houses the middle school population and the family and consumer sciences elective. This process has led to a smoother operation and less disruption during the change of classes.

Teachers, at their request, have been assigned to work in teams according to middle or senior high school assignments and are housed in proximity to each other. This affords an opportunity for interdisciplinary and collaborative planning as common planning times are assigned. The principal and the assistant principal meet with the faculty each week during the Team meetings when PMP's are developed and may review those items of concern which staff members wish to address in this forum. Staff input is solicited for items that affect them directly and also when it is time to make major decisions regarding the instructional program and educational operation of the school. Through these weekly meetings, that are less formal than the monthly faculty meeting, information is exchanged and clarified which helps to maintain the collective focus on the vision and mission of the school. By having an open forum of this nature, a positive work environment is fostered and employees recognize that the views and opinions which they hold are respected and appreciated. The leadership team, comprised of department heads and team leaders, meets on a regular basis to guide the focus and direction of the instructional program and to establish procedures. We have refined our communication as it relates to clarification of duties and responsibilities for all staff and increased safety through the publication of joint behavior procedures with the facility.

Equally central to the mission and objectives of the JJCS is the required compliance with the Juvenile Justice Educational Enhancement Program (JJEED), a component of the Florida Department of Juvenile Justice. The JJCS quality assurance (QA) administrator takes responsibility for ensuring that the school is prepared annually for the QA review from JJEED reviewers. The requirements include, but are not limited to, the following major areas: updating and maintenance of students' temporary and permanent folders; preparation of a self-reporting document; writing of the school QA Policies and Procedures Manual; maintenance of certification records for JJCS teachers and staff; and careful documentation of all data and records relating to the education and academic progress of the district's exceedingly transient population of students.

The Organizational Improvement Snapshot(OPIS) was completed by 91% of the staff with 76% of the responses at 4.0 or above. The Organizational Improvement Snapshot(OPIS) generated an average rating of 4.3 for the seven Leadership items assessed on a scale of 5.0. Averaged ratings for other areas comprised Measurement at 4.3; Business Results, Process Management and Customer and Marketing were all rated 4.0. Human Resources and Strategic Planning were both assessed at 3.9. This is indicative of the high degree of collaboration and cooperation guided by the principal and demonstrated throughout the program.

District Strategic Planning Alignment:

The leadership team and faculty have worked consistently to align the Florida Education Priorities, the District

Strategic Plan and the School Improvement Plan. The department heads have worked with their respective departments to develop the objectives and strategies for the School Improvement Plan. The reading and writing objectives and strategies were developed by the language arts and social studies department heads and the teachers within those departments. The mathematics and science objectives were developed respectively by those department heads and teachers. Student services department members formulated the objectives and strategies for the discipline/safety and parental involvement components of the plan. The objective and strategies for health/fitness were developed through the collaborative efforts of the assistant principal, the language arts department head and the teacher for physical education. Special education teachers served jointly with the various departments due to our school's use of the inclusion model. The special education department head serves on the leadership team and has had an opportunity for input at all levels of the development of the plan.

All teachers and paraprofessionals were provided the overview of disaggregated data application and usage, while leadership team members received hands-on instruction in interpreting and planning for improved results. With our focus being data driven, focus calendar planning and development began. Teachers used data disaggregation and focus calendar as a natural guide to the SIP with the details of lesson development and differentiation of activities as an afterflow propelled by the mini-assessments.

This area, Strategic Planning, was rated at 3.9 overall on the OPIS. In this area, only one item was rated below 4.0, with particular emphasis on the opportunity staff members have to determine future plans. Therefore further clarity shall be expressed to the staff to ensure that they recognize the correlation of all school outcomes to the Florida Education Priorities and the District Strategic Plan and the individual input and role in the same.

Stakeholder Engagement:

The EESAC, volunteer participation for Career Days, and parent participation at Open House serve as a barometer of the intense interest, commitment and engagement of the stakeholders in the school program. The responses of our parents, EESAC members, volunteers exude a high level of satisfaction with our program.

Two positive newspaper articles highlighted the education program and learning activities and philosophies of teachers and staff. The satisfaction with the school's performance is further corroborated by the Quality Assurance Review report for 2006 which reflected continued improvement in the instructional program. The MDRJDC Regional director and facility superintendent commend the school's progressive performance while working with us to further document academic achievement and performance excellence.

The area

Faculty & Staff:

The implementation of the team approach further builds and enriches the supportive and assistive atmosphere that visitors to the school frequently describe as pleasant and positive. The challenge to work with resistive, recalcitrant individuals and to ensure that every opportunity is provided to avail the student of an opportunity to learn is paramount. Our staff is comprised of marketing specialists; although they do not hold such degrees, they are adept at engaging students in believing that the individual student is the greatest commodity available, having worthwhile value and a viable future. The teachers and paraprofessionals are committed to assisting each student in developing individual skills and becoming committed to the goals and strategies that will lead to future success. Of twenty-six instructional staff members, two have doctoral degrees, two are pursuing doctoral degrees, two have specialist degrees, seven have masters degrees and the remaining 13 have bachelor's degrees. Of the eight paraprofessionals,

all have at least the sixty hours required for reading instructional support. Two paraprofessionals have four year college degrees and two others are on track to complete the bachelor's degree by June, 2007.

Teacher Mentoring Programs:

The Juvenile Justice Center School has one new teacher to our school. She has some experience in working in our school program. She has passed the subject area examination and is therefore highly qualified. Each teacher is paired with a mentor teacher (master's degree or higher) who meets with the teacher regularly as a resource for coaching and assisting in understanding the unique implications and demands of working in a detention facility. The mentor teachers also provide assistance with lesson planning and instructional modeling. The Beginning Teacher Program with the Professional Growth Team component constitutes the formal Teacher Mentoring program. Nevertheless, our teachers have forged an understanding of the need to share, support and mentor one another. Through the formal and informal mentoring, teachers provide and receive practical and logistical assistance.

All other teachers are certified within the State of Florida. In following the inclusion concept, teachers are scheduled to co-teach with strong, mentor teachers as a means of infusing dynamic and effective teaching strategies and student interaction in every classroom. The administrators along with the Leadership Team strategically plan staff development activities to impact and improve the delivery of instruction and student learning outcomes. Additionally, informational sessions are provided during the weekly team meetings for the purpose of enhancing the instruction, planning, or overall competency of all teachers. Seven Early Release Days were provided during the 2005-2006 school year to ensure that professional development standards and activities are provided to enhance the instructional delivery and student outcomes. Five such days are scheduled for the 2006-2007 school year.

Data/Information/Knowledge Management:

The principal and assistant principal along with four other staff members have had professional development sessions dealing with the disaggregation of data for the purpose of educational planning and provision. Additional training, a three hour session, on interpreting and understanding the FCAT grading process for schools and individual students was conducted on site for department heads and team leaders to have a hands-on approach to understanding and interpreting data. Florida Continuous Improvement Model training was provided for all instructional staff members who will use the focus calendar to guide benchmark instruction and assessments and to gauge student learning and performance. The Plan, Do, Study, Act process is implemented by teachers and carefully monitored by the administrators and leadership team. The Miami-Dade County Public Schools also provides Student Performance Indicators (SPI) information with data compiled for five years regarding individual student performance. The data are readily available (once teachers transcend security pass codes) for teachers to formulate Performance Monitoring Plans (PMP's) for individual students and to target benchmark instruction for specific classes based on past FCAT performance in reading, writing, mathematics, and science.

Education Design:

Extended Learning Opportunities: The school program provides Saturday School 15 Saturdays of the school year for the purpose of focusing on Sunshine State Standards and FCAT assessed benchmarks. During Saturday School, students follow the regular daily block schedule but are guided for test taking strategies, FCAT testing simulation and benchmark instruction. After-School tutoring is also available, funded through Educational Achievement

Enhancement funds, from January until March for students who have not passed the FCAT in tenth grade. Additional grade levels may be included in the tutoring, depending on availability of space; however, the priority is for students who have not met the graduation requirement in tenth grade.

School-wide Improvement Model: The research-based school improvement model used at JJCS is the Florida Continuous Improvement Model (FCIM), a data driven model that has been successfully implemented by the Brazosport School District in Texas. CIM was derived from Total Quality Management, a business principle for improving any organization at any level. Dr. E. Deming's Plan, Do, Study, Act cycle guides the defining and refining process of ensuring that the customer's needs are recognized, addressed, and met. The Focus Calendar for Sunshine State Standard Benchmarks will guide the FCIM process and progress at JJCS with regular attention given to FCAT tested benchmarks and student outcomes. Central to the implementation of the school focus calendar are the varied and differentiated instructional methods developed; implementation of the mini-assessments conducted regularly for teachers to monitor the performance of students on selected benchmarks; and re-teaching the skills using other strategies, to tutor, or to provide maintenance enrichment activities for students. The disaggregation and review of this data will guide professional development planning, instructional focus, and student tutoring and enrichment for enhanced achievement.

The JJCS staff work diligently to educate students about career choices and to engage them in thought-provoking activities which help them to understand the consequences of criminal activities. The aim is to show students the rewards of making sound daily and career decisions.

Performance Results:

A review of student academic performance during the second and third grading periods of 2006 compared to home school academic performance revealed that students earn higher grades while enrolled at JJCS. This can be attributed to the smaller teacher/student ratio due to inclusion classes and paraprofessional assistance offered in the classrooms. Although students come to us with a history of school suspension or non- school attendance, the percentage of students suspended (assigned to confinement) for in school violations of the Code of Student Conduct averages less than 5%.

Reading Results for the 2006 FCAT showed a decline by 6 percentage points in the number of students who scored at Achievement Level 1 on the subtest in reading. The percentage of students scoring at Achievement Level 2 increased by 1% and the percentage of students scoring at Achievement Level 3 or above increased by 1%. This progress was fostered by dedicated involvement and careful review of the school performance by the staff, and EESAC. The following strengths were identified regarding the development of reading comprehension skills: The opportunity for students to practice and develop reading skills and literacy are sustained throughout the curriculum.

1. Funding for a full-time reading coach was secured with the coach identified and hired to assist in the enhancement and implementation of state and district required reading program.
2. Students in language arts classes had 20 minutes of structured independent reading daily.
3. A print-rich environment was enhanced through district provided classroom libraries, across the curriculum.
4. Small group and flexible group instruction were provided.
5. Intensive reading and intensive reading plus classes were provided for students at FCAT Achievement Levels 1 and 2 in reading.
6. During the first semester, 74 students were assessed using the Oral Reading Fluency Probe. When students were

post assessed, 14 students of the original group demonstrated increases in the ORF score; 51 students withdrew prior to being assessed again using the Oral Reading Fluency Probe. Of the 23 students with two ORF assessment scores, 60% demonstrated increases in the ORF scores. At the end of the year, of 12 students in sixth grade assessed in the ORF, 8 students were at high risk, 66%; in the seventh grade 14 of 21 students were high risk; in the eighth grade 17 of 34 students, 50% were high risk.

7. One language arts teacher attended the professional development inservice on differentiated instruction in the classroom.
8. One Title I allocated teacher provided intensive reading instruction for lower quartile students on a pull-out basis.
9. The Reading Leader attended the state conference for Reading Leaders in April, 2006.
10. Three staff members had the reading endorsement added to their certification.
11. An author and a poet were regular participants in Career Day activities, thus stimulating reading and interest in independent reading.
12. The FCIM was used in conjunction with the Focus Calendar resulting in 60% of students showing improvement or mastery of skills taught in reading through language arts, reading and social studies classes.

Mathematics results for the 2006 FCAT demonstrated the percentage of students scoring at Achievement Level 1 declined by 6 % from 61% to 55%; the percentage of students scoring at Achievement Level 2 increased by 6% from 13% to 19% and the percentage of students scoring at Achievement Level 3 or above remained the same at 10%. Additional endeavors were undertaken to ensure student success:

1. Professional Development: One of the mathematics teachers attended the district provided professional development inservice on differentiated instruction in the classroom; three teachers attended the CRISS professional development inservice; two teachers attended various district provided inservices in mathematics; three teachers participated in professional development regarding the use of Successmaker in the classroom.
2. The Focus Calendar and FCIM were used in classrooms with various rates of assessment (daily, weekly, monthly) with results varying from skills mastery or increases of 68% to 75%.
3. The Successmaker Program from Pearson Learning was used daily in middle school classes.

Writing Results reveal that of 28 students at the eighth grade 28.5% scored at 3.0; 21.4% scored at 3.5 %; and 7% scored at 4.0 and 4.5 respectively. The tenth grade results had 13% at 3.0; 26% at 3.5 and 8.6% at 4.0 and 4.3% at 4.5. There were no scores above 4.5 at either grade level. The median scores for assessing the conventions portion were 228 at the eighth grade and 218 at the tenth grade.

Having regularly reviewed the school performance, the staff, EESAC and other stakeholders identified the following strengths regarding the development of writing skills:

Essay writing practice was provided on a daily basis in all senior high school language arts classes.

1. SEven hundred practice essays were written during the year with an additional 275 essays completed for the mid-term and final examinations. At the middle school level, 225 essays were completed. The average rubric for the total number of essays was 2.0.
2. Rubric increases on essay practice averaged 1.5 for students who had written three or more essays during writing practice at the high school level.
3. The FCAT Writing Plus practice examination was administered to all students in Saturday School on January 7, 2006 as an FCAT testing simulation. The objective portion of the practice test was scored using Edusoft. Results for 20 eighth grade students gave an average score of 37%; 31 tenth grade students averaged 42%.

4. Team-Metro, Melrose sponsored a writing contest in honor of Dr. Martin Luther King. Students of all ethnicities participated with 6 winners feted at a special luncheon and numerous awards presented to those writers.
5. Students also participated in essay contests for Hispanic Heritage month and on the topic of violence.

Science results were carefully reviewed thus, the staff, EESAC and other stakeholders identified the following strengths regarding the development of science skills:

The opportunity for all students to learn about science related careers was provided during our Career Day, October 20, 2005.

1. A breast cancer presentation was provided for students during National Breast Cancer Awareness Week.
2. Other science-related career presenters included certified technicians from Baker Aviation School, the Fire-Rescue workers and another presenter who related the ease with which diseases may be transmitted from one person to another or from surfaces to parts of the body.
3. Hands-on laboratories were provided with special permission granted by the facility for a culminating activity on the unit regarding the digestive system and also on the unit "How Matter Changes," through an ice cream making unit. Student involvement during the hands-on food related laboratory activities was 25% higher than the average participation rate of 65% for a participation rate of 90%.
4. The focus benchmarks for science are announced daily over the p. a. system during morning announcements. The results of CIM pre/post assessment of students in science indicated that 60% of the students demonstrated learning gains in science with an average increase of 19%.

These results corroborate the commitment and dedication of school staff to excellence and achievement despite the challenging trends to learning and engagement with at-risk students.

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:

READING

Needs Assessment

A review of the school's 2006 FCAT results in reading revealed that of 152 students assessed in reading, 64% scored at achievement level one a decline of 6% at level 1 compared to 2005 results; 13% scored at achievement level 2, an increase of 1% compared to the previous year; 5% scored at achievement level 3 an increase of 1% compared to 2005 and 1% at achievement level 4. In 2005 15% of 120 students did not take the reading subtest whereas 17% of the 152 students did not take the reading subtest in 2006.

Further analysis of 6th grade scores(13 students) reveals that our strongest strand was reference and research with a mean score of 3.8 out of a possible 8 and the weakest strand was main idea and purpose with a mean score of 6.4 out of a possible 15. Similarly, 7th grade scores of 12 students reflect our strongest strand was main idea and purpose with a mean score of 9.2 out of a possible score of 20 and the weakest area is reference and research with a mean score of 1.8 out of a possible 9. The strongest strand for the eighth grade with 25 students was main idea and purpose and the weakest areas were performance tasks with a mean of 1.36 from a possible 10 points and reference and research with 3.8 from a possible 18. Ninth graders' were strongest in reference and research and comparisons with mean scores of 9 out of 10 in both of these areas and needing strengthening in words/phrases. The tenth graders scored more strongly in comparisons and did less well in performance tasks and words and phrases.

Title I pull-out assistance was provided to 99 lower quartile students during the regular school year. There were 33

students assisted during the extended school year summer session. Instruction in language arts using ESOL strategies was provided to 39 students during the 2005-2006 school year. These students also received instruction in developmental language arts.

The consideration of these results and the SPI review of currently enrolled students, along with the Florida Continuous Improvement Model will guide the Focus Calendar Benchmarks as well as the development of instructional, enrichment, remedial and tutorial strategies used in the reading and language arts classrooms.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on Sunshine State Standards the students in grades 6-10 will improve their reading skills as evidenced by 51% of the students scoring FCAT Achievement Level 3 on the 2007 administration of the FCAT Reading subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement the Focus Calendar for reading, language arts, and social studies classes utilizing the Florida Continuous Improvement Model to assess, instruct, tutor, enrich and maintain student progress in all classes on a biweekly basis.	Principal, Assistant principal, Language arts, reading and social studies teachers and paraprofessionals	8/21/2006	5/31/2007	Continuous Improvement Model	\$350000.00
Provide timed reading practice to increase reading speed and fluency in reading classes on a weekly basis.	Principal, Assistant Principal, Department Head, and Reading Teachers and paraprofessionals	9/11/2006	4/30/2007	District-wide literacy plan	\$27000.00
Provide instruction in key vocabulary emphasizing the constructs of phonemic awareness, phonics, fluency and comprehension in language arts and reading classes on a daily basis.	Principal, Assistant Principal, Language Arts and Reading Teachers and paraprofessionals	8/21/2006	5/25/2007	District-wide literacy plan	\$127000.00
Utilize question task cards to develop and assess reading comprehension in reading, language arts and social studies content areas on a weekly basis.	Principal, Assistant Principal, Department Head, Language Arts, Reading and Social Studies Teachers and Paraprofessionals	9/25/2006	5/18/2007	District-wide literacy plan	\$57000.00
Provide all mandated assessments including ORF, MAZE, interim assessments and schoolwide test simulations for the FCAT assessed benchmarks according to appropriate scheduling intervals.	Principal, Assistant Principal, Reading Leader, and Test Chairperson, Teachers and Paraprofessionals	9/13/2006	4/30/2007	District-wide literacy plan	\$27000.00

Research-Based Programs

Read XL
Learning 100 System
Read 180
Successmaker
Bridges to Literature

Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction in reading, the following training is recommended: Reading in the Content Area and Writing Across the Curriculum.

Evaluation

This objective will be evaluated based on results of the administration of the 2007 FCAT subtest in reading. Frequent monitoring of progress will be conducted using FCIM, Oral Fluency Probes, the MAZE, site developed assessments, and interim assessments.

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

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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 2 STATEMENT:

MATHEMATICS

Needs Assessment

Careful analysis of the 2006 FCAT results in mathematics showed areas of need in sixth grade to be greatest in Algebraic Thinking with a mean score of 1.92 of a possible 8 for 12 students. The greatest emphasis for seventh grade needs to be placed on Data Analysis, Measurement and Algebraic Thinking with mean scores of 1.19, 1.88 and 1.38, respectively out of a possible 9 for each of these strands. Grade eight analysis for 26 students reveals the weakest area to be Measurement with a mean of 1.74 of a possible 12 points and Data Analysis to be the highest mean with only 3.15 of a possible 12 points. Ninth grade results show that 50 students demonstrated greatest strength in Number Sense with a mean of 3.74 of a possible 8 points and the weakest strand to be Data Analysis with a mean score of 1.85 of a possible 8 points. Tenth grade scores, for 21 students, were weakest in possible points earned in Algebraic Thinking and Geometry both with a mean of 2.41 out of 14 and demonstrated the highest mean of 2.68 in Number Sense from a possible 11 points. Both tenth and eighth grade students need greater support and instruction in completing performance tasks.

The results compiled here, coupled with the Florida Continuous Improvement Model, will guide the Focus Calendar Benchmarks as well as the instructional, enrichment, remedial and tutorial strategies used to develop and strengthen mathematical skills

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on Sunshine State Standards students in grades 6 through 10 will improve their mathematics skills as evidenced by 56% of the students scoring FCAT Achievement Level 3 on the 2007 FCAT Mathematics subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement the Focus Calendar for mathematics utilizing the Florida Continuous Improvement Model to assess, instruct, tutor, enrich and maintain student progress on a biweekly basis.	Principal, Assistant Principal, Department Head and Mathematics Teachers and Paraprofessionals	8/21/2006	5/21/2007	Continuous Improvement Model	\$200000.00
Identify students in various subgroups (African-American, Hispanic, ESE, Level 1 and economically disadvantaged) and provide differentiated instruction, tutoring and enrichment, to ensure learning gains as reflected on the 2007 FCAT mathematics subtest.	Principal, Assistant Principal, Department Head and Mathematics Teachers and Paraprofessionals	8/21/2006	5/21/2007	Continuous Improvement Model	\$15000.00
Provide interim assessments and schoolwide test simulations for the FCAT assessed mathematics benchmarks during Saturday School sessions.	Principal, Assistant Principal, Test Chairperson and Mathematics Teachers and Paraprofessionals	10/23/2006	4/21/2007	District-wide literacy plan	\$55000.00
Provide instruction in solving word problems by comparing the mathematical process to the scientific method for solving problems on a monthly basis.	Principal, Assistant Principal, Department Head and Mathematics Teachers and Paraprofessionals	10/10/2006	5/10/2007	Continuous Improvement Model	\$65000.00

Research-Based Programs

McDougall-Littell Mathematics Series

Successmaker

Brainchild Learning

Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction in mathematics, the following training is recommended: Reading in the Content Area, Edusoft Training, and ongoing district and state level training.

Evaluation

This objective will be evaluated based on results of the administration of the 2007 FCAT subtest in mathematics.

Monthly monitoring of progress will be conducted using district and site developed assessments, including district interim assessments and FCAT test simulations.

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

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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 of the 2006 FCAT Writing + subtests revealed that 14% of the students in eighth grade scored at 4.0 or above on the essay rubric and another 21.4% scored at 3.5. The 28 assessed eighth graders earned a median score of 228 on the writing conventions subset. The scores of 23 tenth graders reflected 12.9% scoring at 4.0 or above and 26% scoring at 3.5 on the writing rubric. A median score of 218 was realized on the writing conventions subset of this test. The performance items scores on other subtests were dismal; therefore, attention will be given to strengthening student writing skills for short and extended item responses across the curriculum.

Students entering Juvenile Justice Center School are assessed in writing using the Mather-Woodcock Group Writing Test (GWT). This is a teacher-guided, untimed assessment of spelling, editing and formulating sentences with given items.

These results along with the Continuous Improvement Model will guide the Focus Calendar Benchmarks for writing in conjunction with the instructional, enrichment and tutorial strategies used in the reading and language arts classrooms.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards students in eighth and tenth grade will improve their writing skills as evidenced by an increase of 1 percentage point in students scoring 4.0 or above on the 2007 FCAT Writing+ subtests.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement the Focus Calendar for writing utilizing the Florida Continuous Improvement Model to assess, instruct, tutor, enrich and maintain student progress on a biweekly basis.	Principal, Assistant Principal, Department Head and Language Arts Teachers	9/15/2006	5/25/2007	Continuous Improvement Model	\$200000.00
Provide instruction in identifying and developing three types of essays: expository, persuasive, and narrative, including use of a writing web and other graphic organizers.	Principal, Assistant Principal, Department Head and Language Arts Teachers	9/25/2006	5/25/2007	District-wide literacy plan	\$20000.00
Provide instruction in writing conventions and grammatical constructs during language arts classes on a weekly basis.	Principal, Assistant Principal, Department Head and Language Arts Teachers	9/25/2006	5/25/2007	Continuous Improvement Model	\$16000.00
Provide FCAT simulated writing assessment for all students during Saturday School classes to increase writing proficiency within structured time settings as an FCAT simulation.	Principal, Assistant Principal, Department Head and Language Arts Teachers	10/7/2006	5/5/2007	District-wide literacy plan	\$40000.00
Provide instruction and practice in answering extended and performance task response questions in all content areas on a monthly basis.	Principal, Assistant Principal, Department Heads and All content area teachers: language arts, mathematics, science, social studies	10/9/2006	5/9/2007	District-wide literacy plan	\$210000.00

Research-Based Programs

Project CRISS

Project Wisdom

Florida Writing Assessment: A Practice Book for Grade 8 and Grade 10

The Writer's Choice Grammar and Composition Series by Glencoe/McGraw Hill

Professional Development

In an effort to improve professional development for the instructional staff to enhance the overall delivery of instruction in writing, the following training is recommended: Writing Across the Curriculum.

Teachers will have an opportunity to participate in all on-going professional development as writing programs and strategies become available through the district and state. The school will include Writing Across the Curriculum strategies in its School Improvement Professional Development activities.

Evaluation

This objective will be evaluated based on results of the administration of the 2007 FCAT subtest in writing. Frequent monitoring of progress will be conducted throughout the school year using district and site developed assessments.

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"/>

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

Science scores for the 2006 FCAT Science subtest resulted in all of the 24 eighth graders performing at Achievement Level 1. The median score in 8th grade declined from 207 in 2005 to 168 in 2006. The eleventh grade results were more promising with six of nine students (66%) scoring at Achievement Level 1 and three of the nine students (33%) scoring at Achievement Level 2. The median score for eleventh grade increased 34 points from 203 in 2005 to 237 on the 2006 administration of the FCAT science subtest.

Stringent analysis of these results will guide instructional collaboration for Early Release Day activities. Disaggregation of this data along with the implementation of the Florida Continuous Improvement Model will guide the Focus Calendar Benchmarks for science in conjunction with the development of cogent instructional, enrichment, remedial and tutorial strategies used in the science classrooms.

Measurable Objective

Given instruction based on Sunshine State Standards, students in grades eight and eleven will improve their science skills as evidenced by 10% scoring Achievement Level 3 on the 2007 administration of the FCAT Science subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement the Focus Calendar for science utilizing the Florida Continuous Improvement Model to assess then tutor, enrich and maintain student progress on a biweekly basis.	Principal, Assistant Principal, Department Head and Science Teachers and Paraprofessionals	9/25/2006	5/25/2007	Continuous Improvement Model	\$90000.00
Provide instruction in key science terms consistent with the district developed pacing guides for students in all science classes.	Principal, Assistant Principal, Department Head and Science Teachers and Paraprofessionals	9/25/2006	5/25/2007	Continuous Improvement Model	\$80000.00
Provide interim assessments and schoolwide test simulations for the FCAT assessed science benchmarks during Saturday School sessions.	Principal, Assistant Principal, Department Head and Science Teachers and Paraprofessionals	10/7/2006	4/21/2007	District-wide literacy plan	\$80000.00
Provide instruction to compare the scientific method of solving problems to solving word problems in mathematics on a monthly basis.	Principal, Assistant Principal, Department Head, Science and Mathematics Teachers and Paraprofessionals	10/25/2006	4/25/2007	Continuous Improvement Model	\$80000.00
Provide science and science-related professionals to discuss with all students the advantages of science related careers and opportunities.	Principal and Assistant Principal, Career Committee and Science Teachers	11/16/2006	3/30/2007	Career Development Programs	\$40000.00

Research-Based Programs

Prentice-Hall Science Textbook series

Glencoe Florida Science series

Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction in science, the following training is recommended: Reading in the Content area and Writing Across the Curriculum. Teachers will be afforded the opportunity to participate in professional development activities that are provided at district and state levels for science.

Evaluation

The science objective will be evaluated based on results of the administration of the 2007 FCAT subtest in science. Biweekly monitoring of progress will be conducted using district and site developed assessments, including district interim assessments.

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"/>

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 5 STATEMENT:

PARENTAL AND COMMUNITY INVOLVEMENT

Needs Assessment

Juvenile Justice Center School is housed within a secure detention facility, thus parent visitations are restricted to certain days and times according to the facility visitation schedule, which does not coincide with the school schedule. Nonetheless, the school works diligently with the facility recognizing that parental involvement is a key motivator in student performance and success.

Many parents are not aware that a school exists for the students to attend during the time that the student is detained; neither are they aware of the grading routines and grade level promotion requirements. The opportunity to visit the classrooms, meet the administrators, student services staff and teachers normalizes the experience of visiting the school and enriches the visit with the student while the individual student is detained. The visits also result in improved behavior and greater involvement in learning on the part of the student. Additional parental involvement is solicited for IEP conferences and through personal calls by the ESE department head and the school psychologist to address educational and behavioral performance and concerns. Parents are given the opportunity to become full partners in the decisions that affect children and families.

During the 2005-2006 school year four visitation nights were intended but only two were actually carried out due to the cancellation of school days as a result of the hurricanes (Katrina, Rita, Wilma) and the percentage of staff who had to contend with damaged residences. The dates of the visitations to the school were September 28, 2005 with a

visitation rate of 20% (37 parents or guardians for 190 students) for April 27, 2006 there were 23 parents who visited for 168 youth for a rate of 14%.

The need for additional support for parenting skills is recognized and our EESAC has endorsed the concept of utilizing Washington Mutual Bank as a resource to provide several workshops in the areas of budgeting, financial management, home purchasing and other topics that relate to financial education and family management.

The commitment of our EESAC members and numerous instances of positive support from the community is well documented in our school program. There were several Career Day events during the 2005-2006 school year:

Home Depot presented six kiosks demonstrating occupational skills that students could engage in as a freelance individual doing home repairs or home improvements. The Home Depot presenters also emphasized the financial implications of expenses being absorbed by the home owner so that all work in the areas of plumbing, painting, faux painting, door hanging, dry wall patching, and wall and crown mouldings were calculated to generate a reasonable profit for the worker.

Kelly Tractor allowed all students enrolled to operate a 420 tractor (move an orange cone from one locale to another) during one career day.

Extensive involvement with the Metro-Dade County's Team-Metro, Melrose who provided gifts to each housing module during the winter holidays, sponsored an essay contest for students to consider what would motivate them to make changes in the way that Dr. Martin Luther King, Jr. had done. Essay winners were feted at a special awards program and luncheon. Team Metro Melrose also provided workshops on dressing for success, interviewing techniques, self-esteem building, voter registration for parents and locating other community resources for school involvement.

Additional community representatives participating in the school included Aspira of Florida, Washington Mutual, Miami Job Corps, Youth Alternative Choices and Metro-Dade Fire-Rescue Emergency Medical Technicians, Baker Aviation, Dr. William Donnelly, a local internist, Mr. Abraham Thomas, a local writer, William Bell, a poet and Sandra Roberts, a representative from Barry University.

During the JJEED Educational Institute in July, 2006 convened in Orlando, Florida, the assistant principal, student services chairperson, reading leader and language arts chairperson, and the mathematics chairperson were presenters of "Building Community and Career Interest in a Detention Setting." The multiple intelligence presentation included a dance routine, music, Powerpoint and hands-on involvement. The presenters received a 4.92 rating per subsequent communication from Florida Education Secretary Winn.

Measurable Objective

Given the opportunity for involvement in school, parents/ families/guardians of students enrolled will increase their involvement in school as evidenced by a one percentage point increase in visitations when 2006-2007 visitations are compared to 2005-2006 data as evidenced by student services logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide back to school night visitation times for parents two times during the school year, first and second semester, coinciding with facility visitation, in order to improve school to home communication.	Principal, Assistant Principal, Student Services and instructional staff	9/27/2006	4/25/2007	Community Partnerships	\$100000.00
Provide the opportunity for parents who visit the school to receive report cards, FCAT scoring scale data as relates to individual student performanc, and interim progress reports during school visitation.	Principal, Assistant Principal, Student Services staff	9/27/2006	4/25/2007	Community Partnerships	\$75000.00
Provide a powerpoint presentation for parents to generate knowledge and understanding of graduation requirements, promotion requirements and credits and academic advisement for transition.	Principal, Assistant Principal, Student Services staff	9/27/2006	4/25/2007	Community Partnerships	\$75000.00
Provide viable career day activites utilizing EESAC and other community resources during the school year.	Principal, Assistant Principal and Career Committee	11/21/2006	4/21/2007	Career Development Programs	\$60000.00

Research-Based Programs

Just Read, Families, Florida Department of Education
Miami-Dade County Public Schools' The Parent Academy.

A National PTA (www.pta.org) study released in 1997 revealed the six national standards for involving parents and families in student's education : 1. Communicating—Communication between home and school is regular, two-way, and meaningful. 2. Parenting—Parenting skills are promoted and supported. 3. Student learning—Parents play an integral role in assisting student learning. 4. Volunteering—Parents are welcome in the school, and their support and assistance are sought. 5. School decision making and advocacy—Parents are full partners in the decisions that affect children and families. 6. Collaborating with community—Community resources are used to strengthen schools, families, and student learning. The study further revealed that the involvement benefits students, teachers and parents. Students were found to higher grades, test scores and graduation rates as well as better attendance, increased motivation and better self-esteem., lower suspension rate, decreased use of drugs and alcohol, fewer instances of violent behavior and greater enrollment in postsecondary education. The benefits to teachers included greater morale (and self-esteem), increased teacher effectiveness, increased job satisfaction improved communication and relations with students, parents, families and communities and increased community support of the school. The effect of parent involvement on parents was improved communication and relations with children and teachers, increased self-esteem, increased education level/skills, strengthened decision making skills, improved attitude toward school and school personnel.

Professional Development

In an effort to increase parent/family/guardian involvement, it is recommended that staff participate in district provided professional development to assist staff in communicating with student family members or stakeholders.

Evaluation

Parental and community involvement, will be assessed by determining the percentage of parents, family members or guardians who visit the school, per student service's visitation logs, relative to the number of students who are enrolled.

Student's career awareness will be assessed using the pre/post data from the Florida Schools Counseling Guidance Student Survey.

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"/>

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 6 STATEMENT:

DISCIPLINE AND SAFETY

Needs Assessment

A review of the registration trend of students enrolling in Juvenile Justice Center School for 2004-2005 revealed that 25% showed Juvenile Justice Center School as the last school attended by the student. The Juvenile Justice Center School is not the home school for any student which means that once the student left JJCS, the student did not enroll in any other educational program. Community law enforcement statistics support that many crimes within neighborhoods and communities are committed by students who are either truant from or not enrolled in educational programs. National and regional studies have shown the direct link between truancy and juvenile daytime crime rates, juvenile delinquency, drug abuse and, of course, failure in school. Over one-half of the prison population never finished high school and only one-half of high school dropouts are employed full-time. (American Prosecutors Institute, 1999) The need to assist students in re-enrolling in traditional educational programs or in alternative or adult education programs will provide a much needed link between student and the traditional school program.

In the interest of effecting and preventing the disruption of learning routines, the JJCS and the facility developed a joint procedures document regarding the dispensation of disciplinary infractions. In an effort to establish greater consistency in disciplinary procedures the facility and school established a joint committee to develop a behavior modification/discipline plan and procedures. Fourteen (14) persons representing the facility and the school came together and identified the most serious/frequent conduct infractions.

The facility staff and school staff were each asked to prioritize the dozen items identified:

Fighting was identified as the number one priority by 28% of the facility staff. Classroom entry behavior was listed as number one by 8% of the facility staff and number 2 by 12% of the facility staff.

School staff priority results rated number one priorities as

Use of profanity 8%; Fighting 6%; and Refusal to work 5% and Classroom entry behavior 4%. Fighting (4%) was also rated as

number two in priority, Classroom entry behavior(4%) and Use

of profanity(5%)were ranked third in priority by school staff.

Strategies were jointly determined by a subcommittee of one assistant superintendent, one supervisor and three detention officers, collaborated with five teachers and the assistant principal. The resulting procedures have been shared with teachers and facility staff and will be further implemented during the 2006-2007 school year.

Measurable Objective

Given a joint procedures document for Behavior and Discipline Procedures the Juvenile Justice Center School and Miami-Dade Regional Detention facility staff will implement the procedures to ensure effective and appropriate classroom conduct as evidenced by a 5% reduction in disciplinary referrals when data are compared to an in-house baseline.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide educational services to students who are placed on confinement or students who are segregated from the general population on ARO.	Principal, Assistant Principal and Individual teachers per school schedule	8/14/2006	5/31/2007	District-wide literacy plan	\$20000.00
Provide counseling for individual transition for all students who enroll with 8141 as the home school.	Principal, Assistant Principal and School Transition Counselor	09/01/2005	06/30/2006	Transition and Articulation Programs	\$20000.00
Identify all students who enroll in JJCS showing 8141 as the home school and administer the Alternative Education Student Self-Assessment Survey.	Principal, Assistant Principal and School Transition Counselor	9/18/2006	5/31/2007	Transition and Articulation Programs	\$40000.00
Review joint discipline and behavioral procedures and procedural compliance with students, teachers and facility supervisory staff at weekly, and quarterly intervals, respectively to ensure proper implementation.	Principal, Assistant Principal, facility supervisory staff, juvenile detention officers and instructional staff	10/16/2006	5/31/2007	Communities of Practice	\$20000.00
Provide copies of the joint procedures to all school and facility staff and post the same in all classrooms to ensure joint compliance.	Principal, Assistant Principal, teachers and paraprofessionals	10/23/2006	5/30/2007	Transition and Articulation Programs	\$1000.00
Provide an opportunity for staff to participate in the Melissa Institute Violence Prevention Seminar as a professional development activity.	Principal, Assistant Principal, selected counselor/s and teachers.	12/1/2006	12/20/2006	District Strategic Plan	\$2000.00

Research-Based Programs

Behavior Modification

Token Economy

Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction teachers will be afforded the opportunity to participate in professional development activities that are provided at district and state levels regarding student conduct and classroom management.

Evaluation

The evaluation of the school safety and discipline is determined by demonstrating a decline in the percentage of students who are referred for disciplinary infractions when compared to in-house baseline data.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

TECHNOLOGY

Needs Assessment

Twenty to twenty-five students enter and withdraw from Juvenile Justice Center School on a daily basis. Currently, in order to meet Quality Assurance standards, exit grades for withdrawn students must be transmitted to the new school within 5 days of the student's withdrawal from school. The manual entry and posting of student grades is stringently and consistently monitored, the use of the electronic gradebook will save teachers time from having to spend approximately three hours per week posting grades, manually, for students who have withdrawn from school.

Currently, the infrastructure to support the electronic gradebook and other technology is not completely stable. All instructional staff with the exception of two teachers, have daily access to the electronic gradebook within the classroom environment. The assignment of a technician to maintain our program's operation is needed to effect the full implementation of this networked system for the electronic gradebook.

Measurable Objective

Given instructions in electronic gradebook technology and the tools of the same, 95% of the teachers at Juvenile Justice Center School will effectively integrate technology into the instructional process through the use of the electronic gradebook.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Meet regularly with the teacher trainers to ensure that adequate training is provided for full implementation of electronic grade book.	Principal and assistant principal	9/4/2006	5/31/2007	District Strategic Plan	\$25000.00
Monitor the implementation of the electronic gradebook at regular intervals to ensure full compliant implementation.	Principal, Assistant Principal	9/18/2006	5/31/2007	District Strategic Plan	\$20000.00
Ensure that each teacher has a dedicated computer for electronic gradebook use.	District Office of Professional Development Principal and Assistant Principal	9/18/2006	5/31/2007	District Strategic Plan	\$2500.00
Provide professional development training and support for teachers to implement the electronic gradebook.	Principal, Assistant Principal and Turnkey Trainers	10/01/2005	06/01/2006	District Strategic Plan	\$2000.00
Identify and provide professional development turnkey training for the electronic gradebook trainers for the school.	Principal, District Office of Professional Development, ITTS	10/26/2006	5/31/2007	District Strategic Plan	\$3000.00

Research-Based Programs

Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction through the use of technology, the following training is recommended: Electronic Grade Book Training.

Evaluation

The evaluation of this technology objective will be determined based on 95% of teachers effectively implementing and posting grades throughout the school year including final grades in June, 2007.

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 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 8 STATEMENT:

HEALTH AND PHYSICAL FITNESS

Needs Assessment

The MDRJDC provides a daily alert log which identifies students who have health issues such as special diets, allergies, diabetes, under age, mental health or other issues that relate to the overall health and wellness of the students during the time of detention. State guidelines also require the facility to provide one hour of large muscle exercise daily. Those records are maintained by MDRJDC. Recent statistics from national studies indicate that juvenile obesity and diabetes is on the increase; hence the need for students to have a clear understanding of healthy eating and healthy lifestyles is essential to a healthy and productive citizenry for the future. Many of the health challenges that young people face today are different than those of past generations. Currently, the medical advances and vaccines have largely remedied the illness, disability, and death that commonly resulted from infectious disease in the past. Today, the health of young people and the adults that they become is critically linked to the health-related behaviors they choose to adopt (CDC, June 28, 2002; CDC, School Health Programs, 2001). For example: Chronic diseases account for 7 of every 10 U.S. deaths and for more than 60 percent of medical care expenditures. In the adult population, about two-thirds of all mortality and a great amount of morbidity, suffering, and rising health care costs result from three causes: heart disease, cancer, and stroke. Tobacco use, unhealthful dietary patterns, and physical inactivity contribute to the incidence of these conditions (CDC, Risk Behaviors Overview, 2001). The education of all students in regards to health and fitness is a serious and important component of student learning and lifelong health; it is particularly essential for the students who are from at risk generations and families.

Measurable Objective

Given instruction based on Sunshine State Standards in physical education, health and fitness, 10% of the students enrolled in Juvenile Justice Center School will demonstrate physical fitness as measured by presidential fitness standards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide daily health and fitness information during morning announcements to support and encourage all students to practice healthy eating, health lifestyles and fitness habits.	Principal, Assistant Principal and Media Specialist	8/14/2006	5/25/2007	District Strategic Plan	\$10000.00
Provide daily exercise routines using the presidential fitness skills for students during physical education class to build 10% physical endurance.	Principal, Assistant Principal, Department Head and Physical Education Teacher	9/25/2006	5/25/2007	District Strategic Plan	\$50000.00
Provide an opportunity for students to chart and graph data based on physical fitness activities on a weekly basis with 80% accuracy.	Principal, Assistant Principal, Department Head and Physical Education Teacher	10/16/2006	5/25/2007	District-wide literacy plan	\$60000.00
Provide an opportunity for 65% of the students to participate in the Career Days twice a year to obtain knowledge related to healthy living or health related careers.	Principal, Assistant Principal, Student Services Staff and Career Committee	11/30/2006	3/30/2007	Career Development Programs	\$40000.00

Research-Based Programs

Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction in health and fitness the following training is recommended: Reading in the Content area and Writing Across the Curriculum. Teachers will be afforded the opportunity to participate in professional development activities that are provided at district and state levels.

Evaluation

The health and fitness objective will be evaluated by comparing pre and post presidential fitness results for students enrolled in physical education and health and fitness classes.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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:

GED Option

Needs Assessment

The state requires that students enrolled in the Juvenile Justice Center School have the opportunity to enroll in the GED program, if they so qualify. Students who enroll who are overage for the grade and meet the stipulated criteria are provided an opportunity to enroll in the GED program.

Less than 1% of our population meets the pretest standards to qualify for the GED program, however, since many of our students have not been enrolled in school for an extended period of time and are overage for the last grade in which they were enrolled, remediation instruction is offered in conjunction with the GED option during the course of the school day. This opportunity is available for both male and female students.

During the 2005-2006 school year, 111 students were provided the opportunity to participate in the afterschool GED tutorial program. Of the 111 students, 94 were males and 17 females. Classes ended July, 2006. Results for last year indicated that there were two students who qualified to take the GED post assessment for graduation but were transferred to commitment programs prior to the assessment being provided. The afterschool tutorial design was funded by a grant from Washington Mutual.

In May, 2006, the Steck-Vaughn representative provided training for the updated computer program, GED Opt. A review of student gains using this program revealed three students to have two or more assessments. Two of those

students demonstrated gains per the GED Opt report.

Measurable Objective

Given instruction in GED content areas, 10 % of the students who enroll in Juvenile Justice Center School and who are eligible for the General Education Diploma(GED) Option, Plan B will demonstrate learning gains in GED content instruction based on GED OPT Program data results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement the focus lessons for GED utilizing the Florida Continuous Improvement Model to assess, instruct, tutor, enrich and maintain student progress biweekly.	Principal, Assistant Principal, Student Services Chairperson, and GED teachers	8/14/2006	5/31/2007	District-wide literacy plan	\$60000.00
Provide an opportunity for students to participate in GED and ABE related instruction/activities during the school day.	Principal, Assistant Principal, Student Services Chairperson, Instructional Staff	8/14/2006	5/31/2007	District-wide literacy plan	\$90000.00
Provide counseling and educational transition referrals for students who have already received a GED or high school diploma.	Principal, Assistant principal and Home School transition counselor	8/14/2006	5/31/2007	District-wide literacy plan	\$40000.00
Provide an opportunity for students to participate in GED pre/post-testing based on the classroom demonstration of GED academic competencies.	Principal, Assistant principal and GED teachers	8/14/2006	5/31/2007	District-wide literacy plan	\$40000.00

Research-Based Programs

GED HISTORY

The first GED Tests were developed in 1942 to measure the major outcomes and concepts generally associated with four years of high school education. Initiated by the United States Armed Forces Institute (USAFI), the original tests were administered only to military personnel so that returning World War II veterans could more easily pursue their educational, vocational, and personal goals.

The USAFI examination staff, composed of civilian testing experts, worked with an advisory committee established with the support and cooperation of the American Council on Education (ACE), the National Association of Secondary School Principals, and the regional accrediting associations.

The opportunity to document the attainment of high school-level skills proved to be a significant aid to many service members whose academic careers had been disrupted during the war. During the 1950's, it became apparent that civilians could also benefit from the program-a need that the American Council on Education undertook to fulfill. From 1945-1963, the program was administered by the Veteran's Testing Service. In 1963, in recognition of the transition to a program chiefly for nonveteran adults, the name was changed to the General Educational Development Testing Service.

Statistical results of those tested in Florida in 2003 reveal that 70.8 % passed the GED. Total population assessed and completing the GED 36,061 with 536 passing the GED battery of tests.

Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction, the following training is recommended: GED training by Steck-Vaughn and other district and state provided professional development.

Evaluation

The GED program objective will be measured by the number of students who participate in the program and the measurable gains demonstrated by participants based on GED Opt Program data.

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"/>

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

The population and enrollment of JJCS varies significantly. We disaggregate data on students who are enrolled more than one grading period and seek to ensure learning gains on site developed mini-assessments.

Measurable Objective

Given instruction based on Sunshine State Standards, Juvenile Justice Center School will increase the learning gains of students at all grade levels in reading and mathematics by 10% when FCAT 2006 results are compared to FCAT 2007 results on the reading and mathematics subtests.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide instruction based on Sunshine State Standards to increase the learning gains of students in reading and mathematics by 9% when FCAT 2006 results are compared to FCAT 2007 results on the reading and mathematics subtests.	Principal, Assistant Principal and all classroom teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$10000.00
Develop, implement and monitor the instructional focus calendar specifying FCAT tested Sunshine State Standard benchmarks of reading and mathematics.	Principal, Assistant Principal and all teachers	8/14/2006	5/25/2007	Continuous Improvement Model	\$10000.00
Maintain data tables to assess the performance of students on mini-assessments and interim assessments to ensure learning gains.	Principal, Assistant Principal Department Heads and Team Leaders	10/23/2006	5/25/2007	Continuous Improvement Model	\$5000.00
Provide site-based mini-assessments for all students to determine and analyze areas of strengths and weaknesses in order to adjust curriculum delivery and ensure student mastery.	Principal, Assistant Principal, FCIM Coordinator, Team Leaders and Department Heads	10/9/2006	5/25/2007	Continuous Improvement Model	\$10000.00

Research-Based Programs

Baldrige/Sterling Core Team Training

Baldrige/Sterling Core Values

Professional Development

Not Applicable.

Evaluation

The evaluation of the Return on Investment Objective will be determined by a 10% increase in the percentage of students who demonstrate learning gains in reading and mathematics when 2006 FCAT results are compared to 2007 FCAT results.

GOAL 11: OTHER

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 11 STATEMENT:

Workforce/Career Development

Needs Assessment

The need to prepare for work, both academically, vocationally, and socially is more dramatized in the confines of detention than in a regular school setting. During the 2006-2007 school year, students were surveyed using the Florida Schools Counseling and Guidance Student Survey, a Likert Scale beginning with 1 for Disagree and ending with 4 for Agree.

The survey included nine standards:

1. Academic Achievement Students responses to this standard indicated that 15% of the students needed assistance in behaviors relating to academic achievement.
2. Career Development: 14% of the students recognized the need for help in developing career awareness such as post secondary education and career planning.
3. Career Development: 15% of the respondents recognized a need for help in applying decision making skills to career and educational planning and understanding changes in male-female roles.
4. Personal and Social Development: 8% of the students indicated a need to understand the influence of a positive self-concept.
5. Personal and Social Development: acquire and demonstrate self-management and responsible behavior- 12% of the students indicated a need for assistance in this area.
6. Personal and social development: 13% of the respondents indicated a need to identify common personal and interpersonal problems and apply decision-making/problem-solving skills.

7. Personal and Social Development: 13% of students recognized the need to acquire and demonstrate interpersonal and communication skills.
8. Personal and Social Development: 14% admitted the need to develop respect for and value human diversity.
9. Community Involvement: 14% recognized the need to develop an awareness of community involvement.

Measurable Objective

Given the opportunity to participate in School-to-Career activities, students will demonstrate a 10% increase in career awareness as evidenced by a pre/post survey using the Florida Schools Counseling and Guidance Student Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct pre/post surveys of students during social sciences or history classes to determine the student's level of career awareness and personal development.	Principal, Assistant Principal, Student Services Department Head Social Studies and History Teachers	10/2/2006	5/25/2007	Transition and Articulation Programs	\$15000.00
Develop Professional Monitoring Plan (PMP) consistent with Quality Assurance standards to assist individual students enrolled beyond 21 days, in developing necessary skills for future employment.	Principal, Assistant Principal, Q.A. Administrator Social Science and History Teachers	10/2/2006	6/6/2007	Transition and Articulation Programs	\$20000.00
Provide referrals to adult and outreach programs for re-entry students whose home school reflects 8141 in ISIS files.	Principal, Assistant Principal, Transition Counselor	10/2/2006	6/6/2007	Transition and Articulation Programs	\$15000.00
Provide an opportunity for students to participate in career related interactions by various employers in the community.	Principal, Assistant Principal, Student Services Department Head and Career Committee	11/16/2006	3/30/2007	Communities of Practice	\$15000.00

Research-Based Programs

Career Days and Career Fairs according to Efird and Sherrick (1998) develop student's self-knowledge and knowledge of work and integrate the two meaningfully. Students can begin developing meaningful knowledge about themselves and about work that serves as a basis for personal and professional growth. Dykeman et al (2001) reported that advising interventions are most often adult-controlled and may provide the student with an opportunity for passive or active engagement in planning future goals.

In the article "Reframing Education to Fit Re-entry" Gaseau indicates that the focus of corrections has shifted to the offender's potential for success after release which goes beyond providing a GED. The inmate must also be educated in the skills that will help them to thrive and be successful in society.

A study of offenders in Baltimore, Maryland conducted by Christy Visser indicates that education, vocational skills, job readiness and other programming, including a people support system, need to be connected in some way with the release of those incarcerated in order to provide the greatest benefit. The value of transition services to successful community re-entry was also stated.

Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction in workforce and career development, the following training is recommended: Reading in the Content area and Writing Across the Curriculum. Teachers will be afforded the opportunity to participate in professional development activities that are provided at district and state levels for workforce and career development.

Evaluation

Students will demonstrate increased career awareness as evidenced by a pre/post survey using the Florida Schools Counseling and Guidance Student Survey evaluated on a semester basis during the 2006-2007 school year.

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 recommended that all available funds be expended in a manner that will help to improve student achievement. The exploration of grant funding and other possible resources for assisting and improving student performance were also recommended for consideration.

Training:

The school's Professional Development Plan of placing emphasis in Reading in the Content Area and Writing Across the Curriculum inservices for all staff, as priorities.

Instructional Materials:

The use of state adopted and research based instructional materials as well as those developed by teachers based on years of experience in working with alternative student populations were recommended for use. The need to have differentiated materials due to the vast ranges in abilities in classrooms was also acknowledged.

Technology:

The EESAC has supported the school's concern for adequate infrastructure to support the more than 150 computers available for classroom and instructional use. The infrastructure also needs to be sufficient to support the network system and the multiple programs that run through the network for assessment and instructional purposes. These programs include: Successmaker, STAR Reading, STAR Mathematics, READ 180, Learning 100 and the GED program and Brainchild Learning.

Staffing:

The EESAC applauds the school for its staff and utilization. The staff allocations for the school are sufficient to provide adequate delivery of instruction. All instructional staff are degreed and all paraprofessional staff have 60 or more hours of college credits in education.

Student Support Services:

The EESAC recognizes the commitment, determination and follow-through of the Student Support Services team. Three counselors and one psychologist address the needs of the student population, providing intervention services, academic advisement and occasionally, one-to-one counseling. Treatment team meetings with the facility's contracted mental health providers are attended by the school psychologist. Small group counseling is planned as an implementation strategy for the 2006-2007 term.

Other Matters of Resource Allocation:

The EESAC recognizes the physical limitations of the facility. Several teachers float due to the limited classroom space. Two additional classrooms would facilitate better delivery of instruction to students. Additionally, staff members do not have a teacher's lounge or other area for individual work, taking a break or having lunch. The Family and Consumer Sciences classroom is also used to serve this purpose.

Benchmarking:

Overseeing the School Improvement Plan and advising its construction and revision is an essential role of the EESAC. Thus it is recognized that benchmark instruction is key to assisting students who are with us for such a short period of time. Long term or "permanent" students have a more extended time period for monitoring and assessing achievement; however, the exact duration of detention is not known; hence planning and preparation to meet individual needs and following up requires more individualization than standardization.

School Safety & Discipline:

The EESAC recognizes the behavioral tendencies of the student population and supports the collaborative effort between the school and MDRJDC to implement the joint behavior management plan to set forth rewards and consequences for student behavior.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$588,000.00
Goal 2: Mathematics	\$335,000.00
Goal 3: Writing	\$486,000.00
Goal 4: Science	\$370,000.00
Goal 5: Parental Involvement	\$310,000.00
Goal 6: Discipline & Safety	\$103,000.00
Goal 7: Technology	\$52,500.00
Goal 8: Health & Physical Fitness	\$160,000.00
Goal 9: Electives & Special Areas	\$230,000.00
Goal 10: Return On Investment	\$35,000.00
Goal 11: Other	\$65,000.00
<hr/>	
Total:	\$2,734,500.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent