
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 8171 - School for Applied Technology

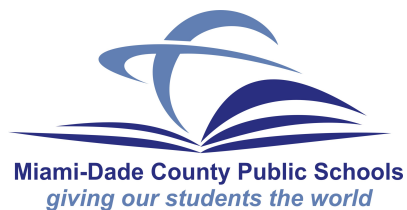
FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Yseult Charles

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

School for Applied Technology

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Miami-Dade County Public Schools and the School for Applied Technology will institute an instructional program with a strong focus on literacy from ninth to twelfth grade. Instructional reading materials with demonstrated success as well as supplemental materials and literacy intervention across grade levels, will be employed at the school. A structured curriculum will be delivered through instruction that is driven by data and continuous assessment of student progress. A strong emphasis will be placed on monitoring the progress of students with a variety of assessments including interim and yearly assessments.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by fifty one percent of students scoring at FCAT Achievement Level 3 or above on the 2007 FCAT Reading test.

Given instruction using the Sunshine State Standards, fifty percent of grade nine and ten students scoring in the lowest 25% on the 2006 FCAT will make learning gains on the 2007 FCAT Reading test.

Given instruction using the Sunshine State Standards, 9th grade students in the Black subgroup will improve their reading skills as evidenced by 51% of the students achieving FCAT level 3 learning on the 2007 FCAT Reading.

Given instruction using the Sunshine State Standards, 10th grade students in the Black subgroup will improve their reading skills as evidenced by 51% of the students achieving FCAT level 3 learning on the 2007 FCAT Reading.

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Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their Mathematics skills as evidenced by fifty one percent of students scoring at FCAT Achievement Level 3 or above on the 2007 FCAT Mathematics test.

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Given instruction using the Sunshine State Standards, 10th grade students in the Economically Disadvantaged subgroup will improve their Mathematics skills as evidenced by 51% of the students achieving FCAT level 3 learning on the 2007 FCAT Mathematics.

Given instruction using the Sunshine State Standards, grade ten students will improve writing skills as evidenced by 86% of 10th grade students achieving state mastery on the 2007 FCAT Writing test.

Given instruction using Sunshine State Standards, 25% of 11th grade students will attain achievement level 3 on the 2007 FCAT Science test.

Fifty percent of the students at the School for Applied Technology will have a parent or guardian attend two or more of the parent events.

Following the School Board Code of Conduct Rule (6Gx13-5D-1.08) the number of students suspended due to violations of this rule will decrease by 5% as documented in the Student Case Management reports for both indoor and outdoor suspensions.

As evidenced by the computer rotation log/schedule, students will utilize computer programs to supplement classroom instruction for a minimum of 3 hours per week.

Fifty percent or more of School for Applied Technology students enrolled in fitness classes will achieve Gold or Silver level on the FITNESSGRAM test program.

The number of students enrolling in school-based electives and at Adult Education Centers, Florida Virtual School, and the Miami-Dade County Virtual School will increase by 10% in comparison to the 2005-2006 school year.

The School for Applied Technology will improve its ranking on the State of Florida ROI index publication from the 19th percentile in 2005 to the 20th percentile on the next publication of the index.

As a Stellar School, the School for Applied Technology recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities in classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction.

The Leadership Team, after analyzing the data from the Organizational Performance Improvement Snapshot Assessment Survey, has identified the areas of process management and business results as the schools priority for the 2006-2007 school year. In an effort to further enhance the delivery of instruction and to empower teachers in the area of process management; teachers will be given feedback on a continuous basis, by the administration, on the effectiveness of their instruction. This will subsequently assist teachers in their knowledge of business results by eliminating obstacles in their delivery of instruction and allow them to maximize the academic progress of their students.

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.

School for Applied Technology

VISION

The School for Applied Technology will provide the highest quality of educational excellence for all learners through mutual commitment and collaboration in a professional learning community.

MISSION

The School for Applied Technology is committed to re-enforcing our students' basic educational foundation, improving students' interpersonal and academic skills, and building strong and secure self-esteem in a safe and nurturing educational environment.

CORE VALUES

For any institution to be successful, all stakeholders must subscribe to clearly expressed values. The School for Applied Technology emphasizes sound work ethics, the cultivation of self-esteem, encouraging civic responsibility, developing parent and community school involvement, insisting on respect for all cultures, and job preparedness.

School Demographics

The School for Applied Technology is a small school in Miami-Dade County that serves at-risk students and provides them with a nurturing environment in which they can achieve their academic and personal goals. The focus is to stop negative trends and self-defeating behaviors that many at-risk students have acquired and which can result in poor academic performance, attitude, and behavior. Using the Miami-Dade County Public Schools' Assistance Profile, students from Regions III, IV, and V are recruited to attend the school, which serves between one hundred forty and one hundred fifty students in grades nine to twelve. Because it is an alternative school of choice, and not a neighborhood school, the students come from a very broad geographic area and a wide range of backgrounds. The current enrollment is 47% male, 53% female and the ethnic breakdown is 46% Hispanic, 48% Black, and 6% White. A high percentage of students comes from dysfunctional families at the lower end of the socio-economic scale; 71% of the students are eligible for free or reduced lunch. Many of the parents of students at the School for Applied Technology are employed in low-level jobs that only provide the basic needs for family. Therefore, the school attempts to provide assistance or referrals in the areas of job skills development, language instruction, mental health support, and immigration issues. The reciprocal nature of the school/family partnership is an integral part of the school profile. The school asks for parental support with all attendance and academic issues, and attempts to provide social service information and support when needed. The school staff demographics are as follows: 58% Black, 31% White, and 11% Hispanic. Sixty-eight percent of the professional staff has a master's degree or higher and 25% of the instructional staff have earned National Board Certification.

School Foundation

Leadership:

According to the Organizational Performance Snapshot Assessment Survey, the two weakest areas in the area of leadership are 1c. and 1g.: "My supervisor creates a work environment that helps me do my job" and "My organization asks me what I think." These will be a priority at the school. All staff members will be involved in the decision-making process through faculty meetings, surveys, and common planning time.

District Strategic Planning Alignment:

According to the Organizational Performance Snapshot Assessment Survey, the weakest area in strategic planning is 2a.: "As it plans for the future, my organization asks for my ideas." The leadership team at the School for Applied Technology will review the School Improvement Plan. The team will subsequently meet with each department to discuss the responsibilities of each teacher in relation to the School Improvement Plan goals. Teachers will provide input and ideas about the effective implementation of the School Improvement Plan.

Stakeholder Engagement:

According to the Organizational Performance Snapshot Assessment Survey, the weakest area in Customer and Market Focus is 3e.: "I was allowed to make decisions to solve problems for my customers." The leadership team at the School for Applied Technology will meet with the EESAC to address any needs or concerns relative to any of the stakeholder groups.

Faculty & Staff:

According to the Organizational Performance Snapshot Assessment Survey, the weakest area in the Human Resources Focus is 5b.: "The people I work with cooperate and work as a team." The leadership team at the School for Applied Technology designed the Master Schedule to incorporate one hour per day of common planning time for all staff members. This facilitates a team approach to the implementation of the School Improvement Plan. Additionally, data analysis will take place during departmental meetings.

Data/Information/Knowledge Management:

According to the Organizational Performance Snapshot Assessment Survey, the weakest area in Process Management is 6c.: "We have good processes for doing our work." Staff will regularly review assessment data and make curriculum adjustments through the implementation of the Continuous Improvement Model. Test data will be reviewed with the staff so that they will be regularly informed about their students' progress, as well as the progress of the school as a whole.

Education Design:

According to the Organizational Performance Snapshot Assessment Survey, the weakest area in Business Results is 7e.: "My organization removes things that get in the way of progress." During the 2004-2005 school year a total of 13 FCAT tutoring sessions were offered on Saturdays for all ninth and tenth grade students, and for eleventh and twelfth graders who needed to pass or prepare for the FCAT. In September and February the Saturday sessions were

expanded and offered on a weekly basis. Teachers were also available before and after school for FCAT and SAT tutoring. This program will remain in place for the 2005-2006 school year and will increase to fourteen 4-hour tutoring sessions; incentives for participation will be included. In addition, this year all students in grades nine and ten are assigned an annual FCAT Mathematics and FCAT Reading class. All eleventh and twelfth grade students who have not passed the FCAT are required to take an annual FCAT preparation class in their area(s) of need.

Performance Results:

According to the Organizational Performance Snapshot Assessment Survey, the strongest area was in Measurement, Analysis, and Knowledge Management. Teachers felt they knew how to measure and analyze the quality of their work to see if changes were needed. The weakest area was in Strategic Planning. Teachers felt a need for more and continuous information in the area of strategic planning.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All School for Applied Technology students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of Reading.

Needs Assessment

An analysis of the Spring 2006 FCAT Sunshine State Standards Reading results shows that the ninth grade students earned the same number of points on average as the District in the areas of words/phrases and comparison. All students, including Black, Economically Disadvantaged, and Hispanic students, need additional instruction in determining the main idea/purpose. They also need more practice in conducting research and/or using reference materials. On the other hand, the tenth grade students' scores matched both the District and the State results. It was noted also that all subgroups would benefit from receiving additional instruction in completing the performance tasks. Additional focus will be placed on raising the performance level of the population's lowest 25% students. This will be done by providing additional reading materials and tracking their performance on mandated tests such as Maze and Interim Assessments.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by fifty one percent of students scoring at FCAT Achievement Level 3 or above on the 2007 FCAT Reading test.

Given instruction using the Sunshine State Standards, fifty percent of grade nine and ten students scoring in the lowest 25% on the 2006 FCAT will make learning gains on the 2007 FCAT Reading test.

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Given instruction using the Sunshine State Standards, 10th grade students in the Economically Disadvantaged subgroup will improve their reading skills as evidenced by 51% of the students achieving FCAT level 3 learning on the 2007 FCAT Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Require all teachers to follow the CRRP and the Just Read! Initiative, and to require students to read daily for 30 minutes during school hours and 30 minutes at home.	Principal and Language Arts Department	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Schedule a series of FCAT/Academic "Talks" for all students in grades nine and ten, and for those in grades eleven and twelve who have yet to pass FCAT. The focus will be on establishing and monitoring academic goals.	Principal, Lead Teacher, Counselor	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Offer student incentives to encourage school attendance and participation in Saturday FCAT Academies, complete required reading lists, and show improvement on FCAT Reading performance.	Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Use 2006 FCAT performance data and PSAT results to increase enrollment in honors-level Language Arts classes.	Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Analyze Maze test data and use them to monitor reading progress.	Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer the Maze Test, and then provide all students with individualized learning strategies. Utilize the 8 Step Continuous Improvement Model to improve student performance in Reading.	Principal and Language Arts teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize computer-assisted instruction such as Reading Plus to monitor the reading achievement of all students.	Principal and Language Arts teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide ten 4-hour FCAT Saturday Academies throughout the school year to provide additional FCAT preparation.	Principal	8/14/2006	5/24/2006	District-wide literacy plan	\$0.00
Use 2006 FCAT performance data to implement the school-wide reading instructional focus calendar, while utilizing the 8-Step Continuous Improvement Model, and CRISS strategies. All teachers will incorporate the benchmarks and strategies into their daily lessons.	Principal and language Arts teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
The PSAT will be administered to all ninth and tenth grade students.	Principal, Test Chairperson	10/18/2006	10/19/2006	District Strategic Plan	\$0.00
Tutoring will be provided for three hours a week to assist individual students falling within the lowest 25% in the area of reading	Principal	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Use district mandated Interim Assessments in reading to determine mastery of the required benchmarks, provide for remediation, and to identify benchmarks requiring additional instruction.	Principal and Language Arts teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- McDougal Littell, The Language of Literature
- Reading Plus

Professional Development

Ongoing Reading Plus Training and Support, Professional Learning Communities, Edusoft Data analysis training, Electronic Grade Book Training, and 8-Step Continuous Improvement Model review.

Evaluation

District Interim Assessments and the results from the 2006-07 FCAT Reading test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students at the School for Applied Technology will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the State Standards in the area of mathematics.

Needs Assessment

An analysis of the data shows that 46% of ninth and tenth grade students achieved at or above grade level in mathematics. This indicates that 54% of the ninth and tenth grade students have not met high standards. The data shows that ninth grade students' scores were below the District average as the District in all areas. Even though 56% of all tenth grade students tested passed the March 2006 FCAT test, all students need additional instruction in responding to performance task items. All students, especially those in the Black and Economically Disadvantaged subgroups as defined by the Federal No Child Left Behind Act (NCLB), will need improvement in all Mathematics content clusters at the School for Applied Technology.

NCLB SUBGROUP TARGET

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

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Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize computer-assisted instruction to increase student mathematics achievement in all areas.	Principal, Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide 2006 student performance data in	Principal, Counselor, Lead Teacher	8/14/2006	5/30/2007	District Strategic	\$0.00

FCAT Mathematics to all instructional and counseling personnel.				Plan	
Utilize the school-wide focus calendar specifying the time-line for covering benchmarks in Mathematics with appropriate CRISS strategies. All teachers will incorporate the benchmarks into their daily lessons.	Principal, Mathematics Teachers, Lead Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Offer ten 4-hour FCAT Saturday Academies throughout the school year to provide additional FCAT preparation.	Principal, Lead Teacher, Mathematics Teachers	8/14/2006	3/3/2007	District Strategic Plan	\$0.00
Schedule a series of FCAT/Academic "Talks" for all students in grades nine and ten, and for those in grades eleven and twelve who have yet to pass FCAT. The focus will be on establishing and monitoring academic goals.	Principal, Lead Teacher, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor implementation through lesson plans, curriculum maps, and interim assessments, and district-approved assessments.	Principal, Lead Teacher, Mathematics Department Chairperson, Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use district mandated interim assessments in Math to determine mastery of required benchmarks, provide for remediation, and to identify benchmarks requiring additional instruction.	Principal, Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement the 8-Step Continuous Improvement Model in all mathematics classrooms.	Principal Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide all ninth and tenth grade students with instruction in PSAT/SAT Mathematics and test-taking strategies.	Principal, Mathematics Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide all mathematics teachers with professional development activities that include successful research-based mathematical instructional strategies.	Principal, Mathematics Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Increase enrollment in Honors Level Mathematics classes.	Principal, Counselor, Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule all students in grades eleven and twelve retaking the FCAT into a year-long intensive mathematics class focusing on FCAT benchmark preparation.	Principal, Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer student incentives to encourage school attendance and participation in Saturday	Principal, Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

FCAT Academies and show improvement on FCAT Mathematics performance.					
Communities in Schools will provide a tutor for three hours a day to improve student learning.	Principal and Communities in Schools liaison	9/18/2006	5/30/2007	District Strategic Plan	\$0.00
Administer the PSAT to all ninth and tenth grade students.	Principal and Test chairperson	10/18/2006	10/19/2006	District Strategic Plan	\$0.00

Research-Based Programs

Prentice-Hall State Adopted Textbooks (Pre-Algebra, Algebra 1, Algebra 2, and Pre-Calculus); McDougal-Littell State Adopted Textbooks (Geometry and Geometry-Concepts and Skills);Carnegie Learning Cognitive Tutor (Algebra I, Geometry, Algebra II, and Integrated Math)

Professional Development

EduSoft Data Analysis, Refresher training in the continuous Improvement model of school improvement, Cognitive Tutor Training

Evaluation

District Mathematics Interim Assessments and the results from the 2007 FCAT Mathematics test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

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:

All School for Applied Technology students will improve their writing skills.

Needs Assessment

According to the analysis of the 2006 FCAT Writing test results, 81% of the tenth grade students scored at level 3.5 or greater. The tenth grade students will receive continued instruction in writing skills with the objective of moving all writing scores to a score above 4.0.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, grade ten students will improve writing skills as evidenced by 86% of 10th grade students achieving state mastery on the 2007 FCAT Writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize a school-wide writing instructional focus calendar which includes weekly targeted writing skills.	Principal and Language Arts teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize a school-wide focus calendar specifying the time-line for writing activities. All teachers will incorporate FCAT-style prompts into class activities.	Principal and Language Arts teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use FCAT Writing test data to increase enrollment in Honors Level Language Arts classes.	Principal, Test Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule ten 4-hour FCAT Saturday Academies throughout the school year to provide additional FCAT preparation assistance, including FCAT Writing and scoring processes.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide 2006 student test data in the FCAT Writing test to all instructional and counseling personnel.	Principal, Test Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement the 8-step Continuous Improvement Model to improve student performance in writing.	Principal, Lead Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement intensive review sessions for tenth graders one week prior to the FCAT Writing Test.	Principal and Language Arts teachers	1/29/2007	2/2/2007	District Strategic Plan	\$0.00
Implement district-mandated pre- and post-test Writing Assessments and use resulting data to design appropriate instructional activities.	Principal and Language Arts teachers	9/8/2006	9/11/2006	District Strategic Plan	\$0.00

Research-Based Programs

Resources:

-Readers' Handbook

-McDougal Littell Writers' Inc.

Professional Development

District/Region Center Language Arts support workshops

Evaluation

Student results from the 2007 FCAT Writing test and the 2007 AYP report.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

To make annual learning gains and improve the science skills of the students.

Needs Assessment

An analysis of the 2006 FCAT Science test results indicate that the area in which the students showed the greatest weakness was Earth/Space Science. Therefore, the ninth grade Science courses will focus on those areas for the 2006-2007 school year.

Measurable Objective

Given instruction using Sunshine State Standards, 25% of 11th grade students will attain achievement level 3 on the 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate weekly instruction in FCAT Science benchmarks in all subject areas as indicated by the Curriculum Calendar.	Principal, Lead Teacher, Science Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the school-wide focus calendar specifying the time-line for covering benchmarks in Science. All teachers, whenever possible, will incorporate the benchmarks into their daily lessons.	Principal, Lead Teacher, Science Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize curriculum maps for science classes in all grades.	Principal, Science Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Schedule all grade nine and ten students into either Earth Space Science or Biology classes.	Principal, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide instruction within science classes focusing on specific student needs.	Principal, Science Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Arrange for appropriate field experiences, including service-learning projects, in support of curricular objectives.	Principal, Science Teacher, Activities Director, Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule the re-teaching of science skills for students needing additional assistance based on teacher observation and benchmark performance results.	Principal, Science Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue implementation of the 8-step Continuous Improvement Model to increase student performance in Science.	Principal, Science Teacher, Lead Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue the use of hands-on laboratory activities using inquiry-based thinking skills for all science classes.	Principal, Science Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize computer-assisted instruction to increase student achievement in science for all students.	Principal, Science Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue the NASA-SEMMA program that engages students in hands on research and advanced studies in science.	Principal, Science Teacher	10/9/2006	5/11/2007	District Strategic Plan	\$0.00

Integrate Physical and Chemical Science content into the Earth Space Science and Biology courses in direct response to performance data on the 2006 Science FCAT test.	Principal Science Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule ten 4-hour FCAT Saturday Academies will be held throughout the school year to provide additional FCAT preparation	Principal, Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase enrollment in Honors Science classes.	Principal, Science Teacher, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule students to take the on-line 2006 FCAT Science sample test	Principal, Science Teacher	10/6/2006	5/4/2007	District Strategic Plan	\$0.00
Monitor plan implementation through the examination of lesson plans, benchmark assessments, and the District approved assessments.	Principal, Lead Teacher, Science Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Make the 2006 student performance data in the FCAT Science test available to all instructional and counseling personnel.	Principal, Lead Teacher, Test Chairperson, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize SECME (in Physical Science)to reinforce the Sunshine State Standards and National Standards	Principal and Science teacher	9/29/2006	5/11/2007	District Strategic Plan	\$0.00
Offer students incentive to encourage school attendance and participation in Saturday FCAT Academies and show improvement on FCAT Science performance.	Principal, Lead Teacher, Science Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage participation in Physical Science competitions sponsored by Fairchild Tropical Gardens and SECME.	Principal and Science teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue the Science National Honor Society club activities which promote advanced academics.	Principal, Science teacher	9/4/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

It's About Time, Earth Science, Physics, Chemistry for the 21st Century, BSCS Biology, Active Chemistry, Active Physics and Riverdeep's Logal Science Program, Buckle Down Florida Science

Professional Development

Edusoft data analysis training and Department of Mathematics and Science Education FCAT Strategy Workshops

Evaluation

Student results from the 2006 FCAT Science test and Interim District testing instruments.

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.)

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

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:

Increase parental involvement by families at SAT.

Needs Assessment

Currently, while there is tremendous parental support for our school and our program, it is on an informal basis. For example, the parents of all students absent on a given day are contacted and any pertinent information about the student or about the family situation is recorded. When parents arrive at the school to pick up a student early, the office staff also discusses the reasons and notes any relevant information in the student's file. As students register to attend our school, the staff also notates any relevant details about the student's background or the home situation. This school year we will attempt to collect more specific data about parental involvement by compiling information from the school visitors' log, Open House attendance rosters, EESAC and PTA meeting rosters, and phone call records.

In addition, the school has a need to provide written communication to parents in the native language of the child. Currently, only a few documents, such as those that pertain to the schedule of the State Test, are available in three languages from the District. All local memos and informational notices, however, should be translated into two other languages as well. The school does not have the resources currently available to do this and has requested support from the District in this area since it is a clearly defined need of this school.

Measurable Objective

Fifty percent of the students at the School for Applied Technology will have a parent or guardian attend two or more of the parent events.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Host at least four Parent Information Sessions, which will provide information about such topics as school and district resources, state testing, graduation requirements, college entrance information, and scholarship opportunities.	Principal, Career Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Pursue parents' support in the form of chaperoning student activities outside of the school.	Principal, Activities Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Solicit parents to participate as presenters at the school's Annual Career Fair.	Principal, Career Specialist	9/5/2006	5/30/2007	District Strategic Plan	\$0.00
Require all parents to attend an initial orientation meeting before a student is entered into the school.	Principal, Activities Director	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Require parents to review the Parent/ Student Handbook with their child.	Principal, Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Require all parents to attend a conference with the Teacher, Counselor and/or Principal related to poor attendance, or inappropriate behavior. Based on the outcome of the conference, parents and students may be referred to community-based agencies.	Principal, Career Specialist, Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase parental participation in PTA	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage parent participation in EESAC by recruiting parents at Open House and at all parental conference meetings.	Principal, EESAC members	09/13/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National PTA Standards for Parent and Family Involvement, Miami-Dade County Public School's Bureau of Community Service

Professional Development

Not Applicable

Evaluation

Attendance Logs will show parental participation.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

Ensure a safe and conducive environment for learning.

Needs Assessment

As a student progresses through the public schools, it is reasonable to assume that an increase in age and maturity implies a greater responsibility for their actions. To help provide and maintain a conducive and safe environment, the School for Applied Technology encourages a positive environment, discourages disruptive behavior, and standardizes those procedures used by the school to respond to conduct problems. The school also assures the rights of students when disciplinary action is taken and specifies the rights and responsibilities of students.

Measurable Objective

Following the School Board Code of Conduct Rule (6Gx13-5D-1.08) the number of students suspended due to violations of this rule will decrease by 5% as documented in the Student Case Management reports for both indoor and outdoor suspensions.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use student disciplinary records to monitor the number of suspensions and violations of the Code of Student Conduct.	Principal, All Teachers, Faculty, and Staff	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Educate all students, teachers, parents, and school administrators so they are fully aware of the grounds for disciplinary actions and the procedures to be followed for violation of the Student Code of Conduct.	Principal, All Teachers, Faculty and Staff	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Distribute relevant and objective information regarding comprehensive student services program available to all students.	Principal, All Teachers, Faculty, and Staff	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Enforce compulsory school attendance laws.	Principal, All Teachers, Faculty, and Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that students are prepared and responsible for self-expression in a democratic society and allow all students to express their opinions, take stands, and to support causes publicly or privately.	Principal, All Teachers, Faculty, and Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide an opportunity for students to participate in student government and in those decisions that affect the learning climate of the school.	Principal, Students, Teachers, Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide students with mechanisms for the expression and resolution of formal complaints.	Principal, All Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Hold students accountable for their actions regarding respect for other persons and their property.	Principal, All Teachers, Faculty	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Tools for Success

Professional Development

Melissa Institute training

Evaluation

Student records will be examined to determine the number of suspensions and violations of the Code of Student Conduct.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Increase the use of technology in the classroom.

Needs Assessment

During the 2005-2006 school year, computer programs were used in various classes but not on a systematic basis. Some classes were more consistent in the use of technology due to scheduling and classroom location issues. There is a need to implement existing programs on a consistent and systematic basis.

Measurable Objective

As evidenced by the computer rotation log/schedule, students will utilize computer programs to supplement classroom instruction for a minimum of 3 hours per week.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the grade book capabilities for interim progress reports, final grade reporting, and parental notification.	Principal, Lead Teacher, Counselor, All Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Atomic Learning as an educational tool for academic progress and performance.	Principal, All Teachers, E-Mentors	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Establish a computer lab use schedule.	Principal, Lead teacher	9/29/2006	5/30/2007	District Strategic Plan	\$0.00
Purchase new computer hardware	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$15000.00

Research-Based Programs

-Reading Plus, Cognitive Tutor, Riverdeep, and Edusoft

Professional Development

Training for use of Cognitive Tutor, Riverdeep, and Edusoft

Evaluation

Classroom rotation schedules will be used to determine time spent on computer assisted instruction.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Students enrolled in personal fitness classes will make gains in their level of personal fitness.

Needs Assessment

Students at this school have not had the opportunity to be diagnosed by a researched-based instrument to determine if they are improving or reaching optimal fitness levels.

Measurable Objective

Fifty percent or more of School for Applied Technology students enrolled in fitness classes will achieve Gold or Silver level on the FITNESSGRAM test program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the FITNESSGRAM program.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness activities during fitness class.	Principal, Counselor, Personal Fitness Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers with tools that will assist with selecting the appropriate activities related to the assessment component and monitor these activities.	Principal, Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

- FITNESSGRAM software training, Continuous Improvement Model Training
- District-provided instruction for Physical Education teachers

Evaluation

The School for Applied Technology will administer the FITNESSGRAM fitness in a pre- and post- test format and compare the results and level of achievements.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Ensure that all students have the opportunity to meet the graduation requirements for their electives courses.

Needs Assessment

The need to pass the FCAT limits the number of electives a student may take. This is a result of unsuccessful attempts to complete required subject-area courses during their tenth grade year.

There is an additional need for students to include a variety of electives in their course selection because of a need for more exposure to career electives.

Measurable Objective

The number of students enrolling in school-based electives and at Adult Education Centers, Florida Virtual School, and the Miami-Dade County Virtual School will increase by 10% in comparison to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Require that all students make a plan for elective enrollment based on their career goals.	Principal, Counselor, Career Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase student participation in career oriented contests such as art contests, and DCT competitions.	Principal, Career Specialist, Lead Teacher, Elective Teachers,	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage students to complete all courses required for college admission.	Principal, Lead Teacher, Counselor, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of students enrolled in Virtual School elective courses.	Principal, Career Specialist, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule curriculum support field trips for Fine Arts and other elective courses.	Principal, Career Specialist, Lead Teacher, Elective Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

District developed career counseling and master schedule inservice classes

Evaluation

Student ISIS Records will show the number of elective classes taken by School for Technology students during the 2006-2007 school year.

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.)

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

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

GOAL 10 STATEMENT:

To increase the ranking of Return on Investment in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, the School for Applied Technology achieved 1% of the highest ROI value.

Measurable Objective

The School for Applied Technology will improve its ranking on the State of Florida ROI index publication from the 19th percentile in 2005 to the 20th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Include more community members on the EESAC.	Principal, Lead Teacher	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Recruit more Dade Partners.	Principal, Lead Teacher, Career Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Pursue additional funding through grants.	Principal, Lead Teacher, Any Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Seek and utilize resources available from institutes of higher learning.	Principal, Lead Teacher, Career Specialist, Counselor	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Collaborate with our Dade Partner and Communities In Schools to leverage more community resources into the school.	Principal, Lead Teacher, Career Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Pursue additional funding through the Miami-Dade County Public Schools available to schools designated as "Stellar Schools."	Principal, Lead Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Examine the school's budget on a regular basis to improve the budget decision-making process.	Principal, Lead Teacher, EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize resources made available by the Education Fund.	Principal, Lead Teacher, Counselor, All Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

The staff will receive presentations and training from school, district, and community trainers in the areas of Communities in Schools programs, grant writing skills, grant opportunities, parental involvement, and other training opportunities

Evaluation

By comparing the results of the 2005 and the 2006 State of Florida ROI index publications, the School for Applied Technology will show progress toward reaching the 2nd percentile.

EESAC Compliance

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

Budget:

The EESAC Budget for the 2006-2007 school year will be reviewed and approved by consensus of the ESSAC Committee members at the monthly meetings.

Training:

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

Instructional Materials:

ESSAC Committee members will be given opportunities to review instructional materials that will support the School Improvement Plan. ESSAC Committee members will provide input in the decision making process about utilizing appropriate materials.

Technology:

The ESSAC Committee members will be afforded an opportunity to review computer programs that will support the School Improvement Plan. ESSAC Committee members will provide input in the decision making process about utilizing appropriate programs.

Staffing:

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

Student Support Services:

The EESAC Committee will serve as a liaison between parents and support services staff, including the Career Specialist and Guidance Counselor, when coordinating activities such as Career Day.

Other Matters of Resource Allocation:

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

Benchmarking:

The EESAC Committee members will be given copies of the State Benchmarks in the areas of Reading, Writing, Mathematics, and Science. This will ensure familiarity with these documents as they pertain to the School Improvement Plan.

School Safety & Discipline:

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

Budget Summary

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

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent