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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 9731 - Instructional Systemwide

*FeederPattern:* Specialized Educational Center

*Region:* Alt./ESE

*District:* 13 - Miami-Dade

*Principal:* Karen Webb

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Instructional Systemwide*

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SPED Outreach is organized as a contractual agreement between The Miami-Dade County Public Schools (M-DCPS) and Miami-Dade County (which houses four programs), as well as 17 agencies that serve cognitively impaired and students with other disabilities. The original agreement with Miami-Dade County was initiated in 1982 as a co-venture to fund five programs for Severely Emotionally Disturbed (SED) students. The contractual agreement with Miami-Dade County stipulates that M-DCPS is responsible for providing administration, supervision and evaluation of the educational component, teachers and support educational staff, transportation, breakfast and lunch, curriculum materials, supplies, and equipment for classroom operations. Miami-Dade County provides the building facilities, clinical services and day-to-day supervision. Each entity is responsible for the budgets of their respective operations. Two of the other 17 agencies have a M-DCPS teacher. The remaining 15 agencies provide facilities, staff, educational materials, supplies and equipment for classroom operations.

Given instruction using the Sunshine State Standards, all students in grades three through ten will increase their performance in reading skills as evidenced by 51% of students achieving Level 3 or higher on the administration of the 2007 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards Hispanic students at SPED Outreach will increase their performance in reading skills as evidenced by 51% of students achieving Level 3 or higher on the administration of the 2007 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, all students in grades three through ten will increase their math skills as evidenced by 56% of students achieving Level 3 or higher on the 2007 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, Hispanic students at SPED Outreach will increase their math skills as evidenced by 56% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2007 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students who receive Economically Disadvantaged Lunch at SPED Outreach will increase their math skills as evidenced by 56% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2007 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students with disabilities at SPED Outreach will increase their math skills as evidenced by 56% of students achieving Level 3 or higher on the 2007 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 51% of students scoring at 3.5 or higher on the 2007 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, 54% of students in grade five at SPED Outreach will improve their science skills as documented by the 2007 FCAT Science Test or the acceptable mastery level on an alternate assessment.

Parental communication will increase by 2% as evidenced by documentation of parental participation in Parent Academy Trainings.

Given instruction in positive behavior intervention and Code of Student Conduct, outdoor suspensions will decrease by 2% as compared to the 2005-2006 school year.

Technology within the co-venture programs will improve as evidenced by the results of responses on administration of the Stakeholder Needs Assessment survey between the 2005-06 and 2006-07 school year.

Students participating in 2006-2007 Physical Fitness plan will improve as evidenced by an 10% increase from the baseline.

The number students participating in art, music, and community-based instruction will increase by two percent as compared to students participating for the 2005-2006 school year.

SPED Outreach will monitor the value and cost effectiveness of its programs, based on per pupil expenditure for the 2006-2007 school year.

A review of the results of the Organizational Performance Self-Assessment Survey includes all employees identified in work location 9731. All areas of concern indicated on the survey may not apply to SPED Outreach. An additional staff survey will be completed in order to identify needs of staff assigned to SPED Outreach programs.

The results of this survey reveal that there are two areas of concerns in the category of Business Results. The first area of concern is the need to share budget, finance, and expenditure information in a timely manner. This concern can be addressed via communication with staff.

In addition, the results indicate that staff have concerns that policies and procedures impeded progress in the work place. This concern can be addressed by building professional learning communities that address staff concerns.

# 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.

## **Instructional Systemwide**

### VISION

The Special Education (SPED) Outreach program is guided by the vision that all students with disabilities are served in a model setting designed to address educational excellence and emotional support. To this end, SPED Outreach is committed to maintaining a learning environment that focuses on the needs of students where continuous improvement is fostered by: addressing individualized needs of student abilities, culture, and personal experiences; ensuring that all students are maximizing their cognitive and emotional potential; facilitating teacher excellence through mastery of curriculum strategies and approaches to enable successful learning experiences; providing outreach and support to parents, targeting academic strategies to use at home and helpful approaches for dealing with behavioral/emotional functioning; and maintaining professional leadership that guides the SPED Outreach learners and staff in organizing all resources to ensure a safe and successful school environment.

### MISSION

The Special Education (SPED) Outreach program is guided by its vision to ensure a meaningful educational experience for all students. To this end, our mission is to provide students with quality instruction and social/emotional skills so they are prepared to enter a less restrictive educational setting, maintain independent living skills, successfully enter the workforce and become contributing members of the community.

### CORE VALUES

The Special Education (SPED) Outreach program is committed to maintaining a learning environment that focuses on quality instruction and effective strategies that improve behavioral/emotional functioning for all students.

## *School Demographics*

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SPED Outreach serves a select population of students with disabilities who are Severely Emotionally Disturbed and/or cognitively impaired. These students' educational and emotional needs are unmet in the traditional school setting. Students are sent to SPED Outreach because they are either ungovernable or they are in need of additional services which are not provided in the traditional school setting. SPED Outreach is exclusively designed to provide a rehabilitative approach. The SED students are provided corrective educational and emotional experience so they can return to other school settings when they are able to generalize accepted, appropriate behaviors. Other students are given opportunities to receive vocational experiences in a non-school based setting to enhance employment opportunities. Our student population presently consists of 334 students in grades kindergarten through twelve. Of these 222 are male and 112 are female. Their ethnic composition is 53.8% Black, 36.8% Hispanic, and 8.6% White and .8% Multiracial.

The SPED Outreach program is organized as a day treatment model, which applies intensive psychological applications throughout the school day together with family education and counseling. A low student teacher ratio is included to accommodate the essential learning needs of the students. The students' emotional disabilities have compromised their learning styles and abilities to intellectually develop at a normal pace. In some cases, students also have neurological problems in which mental retardation and medically-related needs have impacted their abilities to learn at a normal rate as their same aged peers.

Severely Emotionally Disturbed students in SPED Outreach have the following problems: use weapons or are preoccupied with weapons; break and enter property; steal; have ideas that others are out to get them; are detached and have unresponsive behavior; show cruelty to animals; are engaged in fire-setting; are preoccupied with explosives; have hallucinations and delusions; are withdrawn and isolated from society; are clingy and cannot be alone; cannot handle themselves in large groups of people; follow persistent rituals; bang their heads for no reason; have temper tantrums; are physically aggressive; threaten others; have low cognitive functioning; are unable to use good judgment; have severe anxiety and fearfulness; are extremely moody and prone to inappropriate outbursts; and confuse TV, movies, and dreams with reality. Such psychological problems severely impact the student's ability to learn and access the traditional education setting. SPED Outreach is equipped to handle the pressing problems of the students and deal with them on the spot so that learning in the classroom is minimally interrupted. It is the primary goal of SPED Outreach to return the students to a less restrictive educational setting when their educational and therapeutic goals have been mastered. The other students with cognitive impairments are served in a day treatment non-school based setting that would accommodate students with behavioral and vocational needs.

The SPED Outreach administration includes 1 principal, 2 assistant principals, 1 reading leader, 1 program specialist, and a clerical staff consisting of a secretary, registrar, and a school clerk. The SPED Outreach administration is housed at Ruth Owens Krusé Educational Center, a school located at 11001 SW 76 Street; Miami, FL. The SPED Outreach Principal reports to the Administrative Director in the M-DCPS Office of Special Education and Psychological Services located in the School Board Administration Offices at 1500 Biscayne Boulevard; Miami, FL. Unlike traditional schools, SPED Outreach does not have its own budget but must request funds from the Administrative Director. Work location 9731 includes all of SPED Outreach and other programs such as the Special Education Pre-Kindergarten program and contracted residential settings. SPED Outreach has the responsibility of overseeing four Metro programs contracted with Miami-Dade County. In addition to these four programs SPED Outreach oversees 17 other district-contracted programs. The students in these programs have handicapping conditions other than severe emotional disturbance. Administration of these contracted programs requires monitoring student attendance, providing transportation, and overseeing appropriate curriculum implementation and teacher evaluation.

The Miami-Dade County staff members are directed by the Miami Dade County Department of Youth and Family Services located in an office building at 11025 SW 84 Street. Administrative staff includes one administrative licensed clinical psychologist and one secretary. The day-to-day operations staff at the programs includes: four directors, six clinicians, and four psychology interns.

The Metro agencies are comprised of four distinct programs located within different communities of Miami-Dade County. The sites are: The Family and Children's Development Center (FCDC); Specialized Development Center-South (SDC-S) Early Intervention Development Center (EIDC); Specialized Development Center-North (SDC-N). These programs serve grades kindergarten through 12, ages five through twenty-two. The Project Accept Vocational program serves high school students who are cognitively impaired in a college-based setting. The Prescribed Pediatric Extended Care serves medically fragile students with learning difficulties in a nursing care setting. Fifteen other agencies serve cognitively impaired students, ages 18-22 in a non-school based setting in a vocational environment. These programs are designed to enhance employment skills for students with behavioral needs.

Our students do not live within the perimeter of our school programs. They are transported from many different areas in Miami-Dade. However, they do share certain common factors: 1) Low socio-economic status; 2) Over 90% of our students qualify for free or reduced lunch; 3) Some parents are employed and work in unskilled or semi-skilled jobs; 4) Other parents are unemployed and survive on social security income and food stamps; 5) The majority of our parents have limited education; 6) The majority of our parents are unavailable or unable to help students with academic endeavors; 7) Our families represent a variety of cultural backgrounds; 8) Students may ride on a bus for up to 90 minutes to and from school; 9) A number of students reside in group or foster homes; 10) Oftentimes, students move to and from different homes which impacts their abilities to successfully make attachments to others; 11) Students are often hospitalized during the school year due to behaviors that either cannot be managed in their homes or at school. Once stabilized, they return to the program. If they are hospitalized they may be absent for either short or long periods of times. For example, they can be absent for three days or sometimes three weeks depending on their psychiatric needs; 12) Many of our students are on medication to control their behavior to allow them to focus on learning. Some students receive the services of in-program psychiatric consultation for medication monitoring. The visiting psychiatrist also consults with staff and parents; 13) Itinerant Speech, Occupational and Physical Therapists provide services as needed; 14) Art Therapy services are provided as needed.

The demographics of our current instructional staff in the four Metro programs, Project Accept Vocational and Prescribed Pediatric Extended Care are as follows: 35 teachers; 4 chairpersons/teachers; 17 paraprofessionals; two art teachers; two music teachers; two physical education teachers, and two art therapists. Our staff is comprised of 46 females and 9 males; 8 white; 24 African-Americans; 26 Hispanics; and one other. All the instructional staff are certified and qualified. Educational degrees of all staff include three staff members with two years of college; one staff member with an associates degree; four staff members seeking bachelor's degrees; 25 instructional staff members with bachelor's degrees; 17 instructional members with master's degrees; four instructional staff members with specialist degrees; and two instructional staff members with doctorate degrees, two instructional staff members are National Board certified. The other 15 agencies provide their own educational staffs to serve students.

# *School Foundation*

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## ***Leadership:***

A review of the results of the Organizational Performance Improvement Snapshot Assessment includes data of other programs. This data reveals that the category of Leadership was the strongest of the seven categories surveyed. In the category of Leadership, all items received a score of 4.1 to 4.6. The lowest item of the seven refers to staff input.

Providing opportunities for staff input through the continuous improvement cycle is an opportunity for improvement. It is believed that through improved opportunities for discussions that an increase in this area will be evident.

## ***District Strategic Planning Alignment:***

A review of results of the Organization Performance Improvement Snapshot Assessment reveals that in the area of strategic planning the overall score was 4.0, and scores for individual items ranged from 3.8 to 4.1. Scores on individual items seem to indicate that staff members do not perceive themselves as being extremely knowledgeable about the planning process at SPED Outreach. Discussion of the School Improvement Plan within established learning communities should result in an increased score in this category.

## ***Stakeholder Engagement:***

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the category of customer and marked focus responses scored from 4.1 to 4.5. Knowing "who my most important customers are" is an area of strength, with a score of 4.5. Overall, the category was scored 4.5, which indicates it to be an area of strength. The area which received the lowest score was "asking about customer satisfaction". This area can be better addressed through informed discussions within established learning communities.

## ***Faculty & Staff:***

A review of results of the Organizational Performance Improvement Snapshot Assessment reveals that scores ranged from 4.1 to 4.3 in the category of human resources. This area shows that there is a general satisfaction with staff interaction and working conditions. Scores of 4.2 reveal that "supervisors and the organization care about its faculty and staff". Scores of 4.2 reveal the opportunities for improvement as it relates to being recognized for one's work and having the ability to make changes that will improve their work.

## ***Data/Information/Knowledge Management:***

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the category of measurement, analysis and knowledge management scores range from 3.9 to 4.5. The strongest areas in this category are faculty and staff's ability to measure, analyze the quality, and use this data to make informed decisions about their work. The weakest area in this category received a score of 3.9. This score reveals that faculty and staff would benefit from being informed as to how Instructional Systemwide is progressing. This area can be addressed through informed discussions via learning communities.

***Education Design:***

A review of the results of Organizational Performance Improvement Snapshot Assessment reveals that in the category of education design results ranged from 3.9 to 4.1. The item with the highest score of 4.1 revealed that that faculty and staff believe that "we have good processes for doing our work". Three items had scores of 3.9. The results seem to indicate staff is satisfied with staff input and work performance.

***Performance Results:***

A review of the results of the Organizational Performance Improvement Snapshot Assessment reveals that in the category of business results scores ranged from 3.1 to 4.3. The item with the highest score in this category indicates that faculty and staff are satisfied with their job within Instructional Systemwide. These results indicate that the faculty and staff do not understand the school budget and would benefit from opportunities that allow for the sharing of budget information.



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

**GOAL 1 STATEMENT:**

Increase student performance in reading.

**Needs Assessment**

As evidenced by the 2006 FCAT 62% of students showed reading gains. Still data analysis of the 2006 FCAT Reading Test reveals that 60% of all students are reading below grade level. This data further reveals that additional instruction is needed in the following areas: words and phrases, main idea and purpose, comparison/contrast, and reference/research.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, all students in grades three through ten will increase their performance in reading skills as evidenced by 51% of students achieving Level 3 or higher on the administration of the 2007 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards Hispanic students at SPED Outreach will increase their performance in reading skills as evidenced by 51% of students achieving Level 3 or higher on the administration of the 2007 FCAT Reading Test or the acceptable mastery level on an alternate assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify and conduct staff development to address reading diagnostic and screening tools.	Principal, Assistant Principals, Reading Leader, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$0.00
Inform parents/guardians of student testing dates via letters sent home and telephone calls.	Principal, Assistant Principals, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$0.00
Implement Sunshine State Standards assessments (district and teacher-made) to determine specific skills to be included in instruction.	Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Use the Intellitools Reading computer-based instruction program to address specific reading deficits.	Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Utilize Leapfrog Leaptrack for all K-6 students to diagnose, remediate, and monitor progress student progress.	K-6 Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide 30 minutes of daily independent reading across the curriculum.	Principal, Assistant Principals, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$0.00
Monitor implementation of reading support activities through lesson plans, marking period overviews, marking period assessments, and student portfolios.	Principal, Assistant Principal	08/14/06	06/01/07	District Strategic Plan	\$0.00
Continue to implement and monitor an Instructional Focus Calendar which identify a time line for accomplishments within the reading curriculum.	Reading Leader	8/14/2006	6/1/2007	District Strategic Plan	\$0.00
Provide Grade 3 students with an additional	Principal, Assistant Principals,	08/14/06	06/01/07	District Strategic	\$0.00

30 minutes of daily intensive reading instruction.	Department Chairpersons			Plan	
Utilize a state-adopted curriculum in reading classes.	Reading Leader, Teachers	08/14/06	06/01/07	District Strategic Plan	\$6429.45
Use supplementary materials to enhance student learning such as Scholastic Plus Sprint Libraries, Phonics Chapter Books, and the Shoebox Library Series.	Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$2132.07
Record student progress utilizing individual portfolio documents that address status of specific student objectives.	Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$860.00

## Research-Based Programs

Students will receive direct instruction through the following:

- 1) State adopted textbooks, to include Houghton Mifflin
- 2) SRA Reading Mastery
- 3) SRA Corrective Reading
- 4) Intellitools Reading

## Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Student portfolio development
- 2) DIBELS
- 3) Ongoing support, intervention, and training for beginning teachers and teachers new to SPED Outreach
- 4) Assistance, support, and training provided by the Program Specialist and Department Chairpersons to ensure that reading goals and objectives are implemented.

## **Evaluation**

Reading progress will be monitored through the results of the 2007 FCAT Reading Test, portfolio assessments, district and teacher-made assessments, Leapfrog Leaptrack assessments, the Brigance Comprehensive Inventory of Basic Skills-Revised assessments, and District Interim Assessment.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

Increase student performance in mathematics.

**Needs Assessment**

As evidenced by the results of the 2006 FCAT 55% of students showed learning gains in math. Still data analysis of the 2006 FCAT Mathematics Test reveals that 82% of all students are performing below grade level. This data further reveals that additional instruction is need in the following areas: Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, all students in grades three through ten will increase their math skills as evidenced by 56% of students achieving Level 3 or higher on the 2007 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, Hispanic students at SPED Outreach will increase their math skills as evidenced by 56% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2007 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students who receive Economically Disadvantaged Lunch at SPED Outreach will increase their math skills as evidenced by 56% of students, all of whom are students with special needs, achieving Level 3 or higher on the 2007 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

Given instruction using the Sunshine State Standards, students with disabilities at SPED Outreach will increase their math skills as evidenced by 56% of students achieving Level 3 or higher on the 2007 FCAT Mathematics Test or the acceptable mastery level on an alternate assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use computer-based software programs to represent mathematical concepts.	Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Use supplementary materials to enhance student learning such as FCAT Coach, Windows on Math, Touch Math, and Math through Literature.	Principal, Assistant Principal	08/14/06	06/01/07	District Strategic Plan	\$0.00
Schedule staff development to address math diagnostic and screening tools.	Principal, Assistant Principals, Testing Chairperson	08/14/06	06/01/07	District Strategic Plan	\$0.00
Notify parents of student testing dates via parent letters and telephone calls.	Principal, Assistant Principal, Testing Chairperson, Classroom teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Monitor implementation of strategies through lesson plans, marking period overviews, marking period assessments, and student portfolios.	Principal, Assistant Principals	08/14/06	06/01/07	District Strategic Plan	\$0.00
Continue to implement and monitor an Instructional Focus Calendar which identifies a time line for accomplishments within the	Principal, Assistant Principal, Testing Chairperson	08/14/06	06/01/07	District Strategic Plan	\$0.00

math curriculum.					
Continue to implement Sunshine State Standards (both District and teacher-made) assessments to determine specific skills to be included in instruction.	Principal, Assistant Principal, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Use a state-adopted math curriculum.	Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$3947.16
Record student progress utilizing portfolio documents that address the status of specific student objectives.	Principal, Assistant Principal, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$860.00

## Research-Based Programs

Students will receive direct instruction through the following:

- 1) Scott-Foresman-Addison Wesley Mathematics textbook
- 2) Harcourt Math textbook
- 3) Windows on Math computer software, Accelerated Math software

## Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Student portfolio development
- 2) Accelerated Math staff development for grades K-6
- 3) Ongoing support, intervention, and training for Beginning Teachers and teachers new to SPED Outreach
- 4) Assistance, support, and training provided by the Program Specialist and Department Chairpersons to ensure that mathematics goals and objectives are implemented

## **Evaluation**

Mathematics progress will be monitored through the results of the 2007 FCAT Mathematics Test, portfolio assessments, district and teacher-made assessments, Leapfrog Leaptrack assessments, STAR Math computer-based assessments, and the Brigance Comprehensive Inventory of Basic Skills-Revised assessments, and District Interim Assessments.



### GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Increase writing skills as measured by the 2007 FCAT Writing+ Test.

**Needs Assessment**

2005-2006 FCAT Writing results indicate 20% of 4th grade students scored at 3.5 or above in Expository Writing and 10% scored at 3.5 or above in Narrative Writing. An assessment of data reveals that there is still a need to improve expository, narrative, and persuasive writing skills.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 51% of students scoring at 3.5 or higher on the 2007 FCAT Writing+ Test or the acceptable mastery level on an alternate assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Notify parents of student testing dates via parent letters and telephone calls.	Principal, Assistant Principal, Testing Chairperson	08/14/06	06/01/07	District Strategic Plan	\$0.00
Schedule staff development to address writing strategies using the Lintor Publishing package.	Principal, Assistant Principal, Testing Chairperson	08/14/06	06/01/07	District Strategic Plan	\$0.00
Monitor implementation of strategies through lesson plans, marking period overviews, marking period assessments, and student portfolios.	Principal, Assistant Principal	08/14/06	06/01/07	District Strategic Plan	\$0.00
Model/teach writing to expository, narrative, and persuasive prompts.	Department Chairpersons, Reading Leader, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Record student progress utilizing portfolio documents that address status of specific student objectives.	Principal, Assistant Principal, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Use Sunshine State Standards (Pre-, Mid-, and Post) tests to determine specific skills to be included in instruction.	Principal, Assistant Principals, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Continue to implement and monitor an Instructional Focus Calendar which identifies a time line for accomplishment within the Writing curriculum.	Principal, Assistant Principal, Testing Chairperson, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$0.00
Analyze results of District (Pre- and Post) writing tests to determine strengths and weaknesses of students' writing skills.	Principal, Assistant Principal, Department Chairpersons, Testing Chairperson, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Utilize supplementary materials (Write Time for Kids Kits; Sprint Plus Libraries; Jostens Writing; Read, Write, and Type computer-based software; and Intellitools Writing software) to enhance writing skills.	Principal, Assistant Principal, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$860.00

## **Research-Based Programs**

Students will receive direct instruction through the following:

- 1) Student portfolio development
- 2) Write Time for Kids
- 3) Six-Traits of Writing Plus One
- 4) District writing assessment

## **Professional Development**

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Lintor Publishing
- 2) Ongoing support, intervention, and training for Beginning Teachers and teachers new to SPED Outreach
- 3) Assistance, support, and training provided by the Program Specialist and Department Chairpersons to ensure that writing goals and objectives are implemented

## **Evaluation**

Writing progress will be monitored through the results of the 2007 FCAT Writing+ Test, portfolio assessments, district and teacher-made assessments, Write Time for Kids, and the Six Traits of Writing.

## 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 type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Increase student science skills.

### ***Needs Assessment***

A review of the 2006 FCAT Science scores reveals that 29% of the students scored at Level 3 or higher. There continues to be a need to improve Earth Space and Physical Science skills.

## Measurable Objective

Given instruction using the Sunshine State Standards, 54% of students in grade five at SPED Outreach will improve their science skills as documented by the 2007 FCAT Science Test or the acceptable mastery level on an alternate assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use manipulatives and hands-on science activities.	Classroom Teachers, Department Chairperson	08/14/06	06/01/07	District Strategic Plan	\$0.00
Incorporate cross-curricular activities involving science and mathematics.	Classroom Teachers, Department Chairperson	08/14/06	06/01/07	District Strategic Plan	\$0.00
Monitor implementation of strategies through lesson plans, marking period overviews, marking period assessments, and student portfolios.	Principal, Assistant Principal	08/14/06	06/01/07	District Strategic Plan	\$0.00
Continue to implement and monitor an Instructional Focus Calendar which identifies a time line for accomplishment within the science curriculum.	Principal, Assistant Principal, Department Chairpersons, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Participate in science-related field trips and Science Presentations.	Classroom Teachers, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$600.00
Use the science computer lab.	Classroom Teacher, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$860.00

## Research-Based Programs

Students will receive direct instruction through the following: Essential Concepts in Science and the state adopted textbook.

## **Professional Development**

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Ongoing support, intervention, and training or beginning teachers and teachers new to SPED Outreach.
- 2) Assistance, support, and training provided by the Program Specialist and Department Chairpersons to ensure that science goals and objectives are implemented.

## **Evaluation**

Science progress will be monitored through the results of the 2007 FCAT Science Test, portfolio assessments, district and teacher-made assessments, and Windows on Science 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

### ***GOAL 5 STATEMENT:***

Increase overall Parental Involvement.

### ***Needs Assessment***

A review of parent participation in Individual Education Plan (to include Interim meetings) and Child Study Team Re-evaluation (CST-R) meetings and school activities/events reveals a 2% increase and a need to promote and enhance parental involvement to improve overall student performance.

## Measurable Objective

Parental communication will increase by 2% as evidenced by documentation of parental participation in Parent Academy Trainings.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite parents/guardians to scheduled district- and school-based activities/events offered throughout the year.	Principal, Assistant Principal, Department Chairpersons, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Monitor and utilize parent/guardian contact logs provided by contracted agencies.	Principal, Assistant Principals,	08/14/06	06/01/07	District Strategic Plan	\$0.00
Advertise and conduct EESAC meetings to provide parents/guardians with the opportunity to participate in school-related decision-making.	Principal, Assistant Principal, EESAC Chairperson	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide parents/guardians with weekly academic and behavioral progress reports.	Principal, Assistant Principal, Classroom Teachers, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$0.00
Communicate academic progress with parents/guardians via IEP Status Reports.	Principal, Assistant Principal, Department Chairperson, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide parents/guardians with Interim Progress Reports, informational letters and flyers.	Principals, Assistant Principal, Classroom Teachers, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$860.00

### Research-Based Programs

Provide parents opportunities to participate in training collaborations in Parent Academy.



## **Professional Development**

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Conduct staff development on writing effective IEPs
- 2) Conduct staff development that will provide strategies for conducting effective parent/guardian meetings
- 3) Agency will conduct staff development regarding parent communication

## **Evaluation**

The progress of parental involvement will be monitored through parent/guardian participation in Parent Academy meetings,, attendance logs, and Clinician parent/guardian contact logs provided by contracted agencies.

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

**GOAL 6 STATEMENT:**

Increase safe learning environment for staff and students through positive behavior intervention plans.

**Needs Assessment**

A review of Student Case Management forms and the district’s suspension report indicates that suspensions in SPED Outreach are less than 5%. Still there is a need to improve discipline and safety.

## Measurable Objective

Given instruction in positive behavior intervention and Code of Student Conduct, outdoor suspensions will decrease by 2% as compared to the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the implementation of strategies gained from workshops.	Principal, Assistant Principal	08/14/06	06/01/07	District Strategic Plan	\$0.00
Conduct a staff survey of workshops of interest.	Principal, Assistant Principals	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide opportunities to share feedback.	Principal, Assistant Principal, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$0.00
Identify and implement workshops that improve discipline and safety.	Principal, Assistant Principal, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$0.00
Alternate behavior intervention.	Classroom teachers	08/14/06	06/01/07	District Strategic Plan	\$860.00

### Research-Based Programs

The contracted Metro programs will provide psychological and social services to students in a specialized psycho educational setting which offer a variety of supportive therapeutic services.

### Professional Development

Supported instructional excellence will be maintained through the following: professional development opportunities:

- 1) The contracted Metro programs will provide a therapeutic plan for each student and family in cooperation with M-DCPS staff
- 2) The contracted Metro programs and MDCPS staff will provide individual group, play and family therapy for students and their families
- 3) Participate in professional development related to discipline and safety

## **Evaluation**

The progress of discipline and safety will be monitored through teacher attendance and participation in related workshops, survey results, and PACES observations.

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

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

### ***GOAL 7 STATEMENT:***

Improve the overall access and use of technology within co-venture programs.

### ***Needs Assessment***

During the 2005-2006 school year SPED Outreach developed and implemented a plan for program sites to access internet and intranet. Still there is a need to improve technology access, resources, and materials.

## Measurable Objective

Technology within the co-venture programs will improve as evidenced by the results of responses on administration of the Stakeholder Needs Assessment survey between the 2005-06 and 2006-07 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase utilization of labs.	Principal, Assistant Principal, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$6810.12
Analyze data obtained from the needs assessment survey and make possible purchases.	Principal, Assistant Principal, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$5829.88

## Research-Based Programs

The M-DCPS staff will work with the co-venture programs to attain improved technological access and increase it's utilization within program sites.

## Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Identify areas of need to support curriculum through the use of technology
- 2) Provide opportunities for staff to access technology and available technological resources
- 3) Monitor the implementation of technology resources and provide support
- 4) Train staff on integrating technology and curriculum

## Evaluation

Progress of improved technology will be monitored through mid- and end-of-year surveys.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 8 STATEMENT:***

Improve overall health and physical fitness within the co-venture programs.

### ***Needs Assessment***

A review of the Physical Fitness Plan reveals that 71% of the students participated in the Health and Physical Fitness Plan as evidenced by documentation provided for the 2005-2006 school year. Participation in the 2006-2007 Health and Physical Fitness Plan will increase by 10%.

## Measurable Objective

Students participating in 2006-2007 Physical Fitness plan will improve as evidenced by an 10% increase from the baseline.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide information to parents related to health and fitness activities and opportunities.	Classroom teachers, Principal, Assistant Principal, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$0.00
Provide staff with fitness information related to activities that meet District standards.	Physical Education teachers, Principal, Assistant Principal, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$0.00
Continue to implement activities that would enable students to increase physical fitness.	Physical Education teachers, Classroom teachers	08/14/06	06/01/07	District Strategic Plan	\$996.20

### Research-Based Programs

The physical education programs incorporate the State Sunshine Standards, which are predicated on research-based strategies.

### Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Provide staff with strategies that address obesity and nutritional needs
- 2) Provide staff with information regarding the need and the importance of staying physically fit

### Evaluation

The progress of Health and Physical Fitness standards will be monitored through the Sunshine State Standards for Physical Education.



## 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 type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Increase student participation in community-based instruction.

**Needs Assessment**

In the 2005-2006 school year 10% percent of students participated in Community Based Instruction. There is a need to increase student participation in Community Based Instruction.

## Measurable Objective

The number students participating in art, music, and community-based instruction will increase by two percent as compared to students participating for the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify sites and places appropriate for Community Based Instruction.	Classroom Teachers, Principal, Assistant Principal, Department Chairpersons	08/14/06	06/01/07	District Strategic Plan	\$269.90
Provide transportation to community sites and rental of sites for activities.	Principal, Assistant Principal, Department Chairpersons, Classroom Teachers	08/14/06	06/01/07	District Strategic Plan	\$1300.00

### Research-Based Programs

Research-based programs will include Project Victory, Project Accept, Learning for Life, and courses in social and personal skills.

### Professional Development

Supported instructional excellence will be maintained through the following professional development opportunities:

- 1) Continue to utilize co-venture clinicians to conduct workshops and trainings related to appropriate behavior in the community for both staff and students
- 2) Continue to use the Learning for Life curriculum
- 3) Identify and discuss ways to increase student participation in art, music, and community-based instruction

### Evaluation

The progress of Elective/Special area instruction will be monitored through student participation in art, music, and community-based instruction, lesson plans, marking period overviews, portfolios, collaboration of resources/strategies.

## 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*

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

**GOAL 10 STATEMENT:**

SPED Outreach will examine the value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicates that SPED Outreach is not ranked on the State of Florida ROI index.

## Measurable Objective

SPED Outreach will monitor the value and cost effectiveness of its programs, based on per pupil expenditure for the 2006-2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify and review grant writing opportunities.	Principal, Assistant Principal	08/14/06	06/01/07	District Strategic Plan	\$0.00
Enhance shared use of community agency facilities.	Principal, Assistant Principals, Agency staff	08/14/06	06/01/07	District Strategic Plan	\$0.00
Inform EESAC members of the use of financial resources.	Principal	08/14/06	06/01/07	District Strategic Plan	\$860.00

## Research-Based Programs

Not applicable

## Professional Development

The school's Educational Excellence Advisory Committee (EESAC) members will receive budget information regarding district allocations, medicaid and local funds as well as EESAC funds assigned to SPED Outreach.

## Evaluation

The EESAC will monitor the school improvement plan to monitor progress and discuss areas of concern.

## *EESAC Compliance*

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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:***

EESAC members received a copy of the school's budget report and reviewed it with the principal. The EESAC members will determine how to expend EESAC funds based on school improvement efforts.

### ***Training:***

The EESAC reviewed staff development objectives as written in the School Improvement Plan (SIP).

### ***Instructional Materials:***

EESAC members recommended that the school continue to acquire manipulatives, academic and behavior reinforcers and computers to address our students' academic needs.

### ***Technology:***

The school's technology plan will continue to be implemented and updated as needed. Staff development opportunities will be provided.

### ***Staffing:***

Staffing issues will be revised as needed. An interview committee will be established to ensure qualified candidates are selected.

### ***Student Support Services:***

EESAC members recommend that students receive counseling based on each student's Priority Educational Needs (PEN) as written on their Individual Education Plan (IEP). Staff should continue to conduct Functional Assessments of Behavior (FAB) and develop Behavior Intervention Plans (BIP).

### ***Other Matters of Resource Allocation:***

The school should provide site-based workshops for parents addressing pertinent ESE issues.

***Benchmarking:***

EESAC recommends the utilization of FCAT and Brigance Tests as assessment instruments for students. A comprehensive Behavior Management Plan will be utilized to monitor behavior.

***School Safety & Discipline:***

The school continue to implement a comprehensive Behavior Management Level System to address safety and discipline. Other strategies include the utilization of: faculty/staff workshops and opportunities for feedback.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$9,421.52
Goal 2: Mathematics	\$4,807.16
Goal 3: Writing	\$860.00
Goal 4: Science	\$1,460.00
Goal 5: Parental Involvement	\$860.00
Goal 6: Discipline & Safety	\$860.00
Goal 7: Technology	\$12,640.00
Goal 8: Health & Physical Fitness	\$996.20
Goal 9: Electives & Special Areas	\$1,569.90
Goal 10: Return On Investment	\$860.00
<b>Total:</b>	<b>\$34,334.78</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*