

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Young Womens Preparatory Academy (7055)

Feeder Pattern - Booker T. Washington Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Maria Mason

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

The Young Women's Preparatory Academy (YWPA) was created as a result of a joint effort between the Miami-Dade County Public School system and the City of Miami. Each wanting to ensure that Miami-Dade County Public middle and high schools deliver a world class education that would assure students graduate ready for college and the careers of a global economy. The YWPA was purposely designed to be a small learning community to allow the students, faculty members, and parents to connect more readily to the school. The YWPA is the first single gender public school in Miami-Dade County. It offers a specialized eight period curriculum tailored to create an independent, self-assured, competent, and successful young woman. As a member of the Secondary School Reform Plan, the school's ideological foundation is based on six core principles: a personalized learning environment; advanced academic engagement; empowered educators; accountable leaders; engagement of the community; and an integration of high standards, curriculum, instruction, assessments, and supports. Under the auspices of the Miami-Dade County Public Schools' Division of Schools of Choice, the YWPA recruits its students from across Miami-Dade County. The leadership team as reflected through the Educational Excellence School Advisory Committee (EESAC) has identified the YWPA's top priorities for the 2007-2008 academic school year: improved performance in all areas of the FCAT; increased levels of parental involvement; full utilization of technological resources and innovations; expanded safety and security measures; and increased performance on tests of physical fitness.

Given instruction based on the Sunshine State Standards, students will improve their reading skills on the 2008 FCAT Reading Assessment by seventy-six percent scoring at achievement level 3 or higher in grades six through ten as compared to the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, students will improve their mathematics skills on the 2008 FCAT Mathematics Assessment by sixty-eight percent scoring at achievement level 3 or higher in grades six through ten as compared to the 2007 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematics skills on the 2008 Mathematics FCAT Assessment by sixty-two percent scoring at achievement level 3 or higher in grades six through ten as compared to the 2007 Mathematics FCAT Assessment

Given instruction based on the Sunshine State Standards, students will improve their writing skills on the 2008 FCAT Writing+ Assessment to ninety-one percent scoring a 3.5 or higher in grades eight and ten as compared to the 2007 FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, students will improve their science skills on the 2008 FCAT Science Assessment by forty-two percent scoring at achievement level 3 or higher in grades eight and ten as compared to the 2007 FCAT Science Assessment.

Given the integral role parent communication and involvement plays in school-wide instructional motivation and success, parental involvement will increase from thirty percent to thirty-five percent as evidenced by signed activity rosters during the 2007-2008 school year as compared to rosters during the 2006-2007 school year.

Given a school-wide emphasis on maintaining a safe learning environment, promoting leadership skills, and monitoring student infractions, outdoor suspension rates will decrease by twenty-five percent as compared to 2006-2007.

Given the implementation of the District's One-to-One technology initiative at the Young Women's Preparatory Academy, one hundred percent of students will create a multi-media leadership portfolio by June 2008.

Given a school-wide emphasis on health and physical fitness, all tenth grade students missing a physical education graduation credit will be enrolled in physical education in 2007-2008.

Given a school-wide emphasis on dual language, eighty-five percent of students enrolled in current Spanish classes will receive a C or higher for the 2007-2008 annual course and progress to the next Spanish level.

Given instruction based on the Sunshine State Standards and investment on advanced technological equipment, students in bubble groups at all levels will increase their scores by three percent in science, math, and reading on 2008 FCAT assessments.

The May 2007 Organizational Performance Improvement Snapshot (OPIS) assessment results will be used to develop and monitor employee satisfaction. The OPIS results indicate eighty-four percent of all faculty and staff completed the survey. Seventy-two percent of responses were in agreement (4.0 or above). In the categories section, Strategic Planning scored the lowest with an average of 3.7 average, while Customer and Market Focus scored the highest at a 4.4 average. In the items section, school-site financial dissemination of information and receipt of information to know how the school-site is doing scored the lowest, with an average of 3.0 while "I know who my most important customers are" scored the highest with a 4.7 average. As a result, the leadership team will work to build stronger communication with the faculty and staff in the area of financial disclosure and strategic planning.



School Improvement Plan 2007-2008



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.

7055 - YOUNG WOMENS PREPARATORY ACADEMY

VISION

The vision of the Young Women's Preparatory Academy is to nurture, empower, and educate girls during a fundamental time in their lives. We will strive to prepare our girls to be the best they can be and independently stand as intellectually advanced young women. By intentionally recruiting a diverse group of high-achieving girls, we will work towards a more equitable world.

MISSION

The Young Women's Preparatory Academy is dedicated to excellence in the education of girls and young women. Our girls will actively pursue the opportunities of a rich and challenging curriculum and develop the wisdom and courage to lead in local and global communities. Through technology, students will gain access to local and world-wide resources. At all levels of a sequential and high-achieving curriculum, the school attempts to foster an environment in which students are comfortable taking intellectual risks, pursuing independent interests, and exploring various approaches to learning. We will strive to provide a framework for our girls to gain self-confidence, leadership skills, and a sense of responsibility.

CORE VALUES



School Improvement Plan 2007-2008



We honor our motto, "credo, fio, praeo": believe, become, lead and we will strive to create an atmosphere conducive to its existence.

Excellence

We will provide liberal arts courses as a means to encourage higher order thinking skills and broaden experiences.

We will teach bilinguism to enhance cognitive skills and increase exposure.

We will foster a passion for learning, the pursuit of academic inquiry, and instill a sense of accomplishment which will empower our students to become tomorrow's leaders.

Integrity

We will promote a curriculum respectful of diversity which will prepare our students to face an ever-changing borderless world.

Equity

We will strive to provide an equitable learning environment where all of our students have equal access to learning opportunities and success.

We will make college an attainable goal for all students through an advanced and diverse curriculum.

Citizenship

We will lead by example and provide a safe and supportive learning environment where every student's emotional, cognitive, artistic, and self actualizing needs are met.

School Demographics

The Young Women's Preparatory Academy is the first single gender public school in Miami-Dade County. It hosts an advanced academics college preparatory themed program. The YWPA was designed to serve grades six through twelve with a maximum capacity of four hundred students. It currently serves one hundred and ninety-two young ladies in grades six through ten. Grades eleven and twelve will be phased in on a yearly basis. The physical structure is a retro-fitted three-story concrete building built in 1956. Its modern architecture was designed to combine the old with the new and mirrors the vision the YWPA has set for its students: a traditional curriculum infused yet symbiotic with contemporary applications and practice. The YWPA is located within the City of Miami on a main thoroughfare, in a neighborhood whose composition is mainly Hispanic but rapidly changing due to urban renewal. It is both residential and commercial. However, as a member of the Miami-Dade County Public Schools Division of Schools of Choice, the YWPA recruits its students from all areas of Miami Dade County.

Its student population reflects Miami's diverse cultural and racial population. The racial composition of the student body is thirty-one percent Black, forty-seven percent Hispanic, eighteen percent White, three percent Multi-Racial, and one percent Asian. Twenty-two percent of students are gifted, two percent of students are ELL, and one percent of students are SPED. Fifty percent of our students participate in the free or reduced lunch program making the YWPA a Title I school. While the YWPA provides a new and highly technological environment, it is the program and its individuality that draws its students. The core curriculum is comprised of honors, advanced, and Advanced Placement courses as well as grade level specific liberal arts electives and Stephen Covey's 7 Habits of Highly Effective Teens leadership program. The student attendance rate for the 2006-2007 school-year was ninety-seven percent.

Studies have shown that males and females process information, listen, read, and experience emotion in different ways and that various areas of the brain develop in a "different order, time, and rate" in girls as compared to boys (Sax, 2005). Additionally, areas in the brain involved in language and motor skills mature about four years earlier in girls and areas of the brain involved in geometry and spatial relations mature about four years earlier in boys (Sax, 2005). Our challenge is to bridge the gap in the achievement scores in math and science instruction. For example, sixty-four percent of incoming ninth graders scored a Level 1 or 2 on the 2007 Science FCAT Assessment as compared to thirty-six percent scoring Levels 1 and 2 in the 2007 Reading FCAT Assessment.

The Young Women's Preparatory Academy is implementing the Continuous Improvement Model through the disaggregation of 2007 FCAT Reading, Mathematics, Science, and Writing score data and strand information. The Florida Oral Reading Fluency (FORF) probe will replace the Maze reading test and will be used to determine the oral fluency of students in Intensive Reading classes in grades six through ten. In order to have basal scores in reading, writing, math and/or science, pre and post Florida Writing+ assessments and district sponsored interim assessments will be administered. A curricular focus calendar has been created to address language arts benchmarks across the curriculum, while granting specific attention to reference and research benchmarks where sixth, eighth, and ninth grade students scored the lowest on the 2007 FCAT Reading Assessment. Our eight period schedule allows for intensive reading and/or mathematics classes to be offered without fully compromising liberal arts classes. Additionally, extended learning opportunities are being offered through a Children's Trust after-school program and various clubs activities.

A unique feature of the YWPA is the One-to-One technology initiative. Through this initiative, one hundred percent of students and teachers are provided with a personal laptop to use as an instructional tool for research and educational advancement. Additionally, all teachers will be provided with Apple iPod's for classroom use that will be assisting in Podcasting and multi-media based learning. Past research suggests that compared to their non-laptop owning counterparts, students in classrooms with laptops spend more time involved in collaborative work, participate in more project-based instruction, produce writing of higher quality and greater length, gain increased access to information, improve research analysis skills, and spend more time doing homework on computers (Livingston, 2006). Research has also shown that these students direct their own learning, report a greater reliance on active learning strategies, readily engage in problem solving and critical thinking, and consistently show deeper and more flexible uses of technology (Livingston, 2006).

Student-to-teacher ratios are well below the limits set forth by the State of Florida's Class Size Amendment. The 2007-2008 middle school ratio is 17:1 and the high school ratio is 13:1. One-hundred percent of the instructional staff is certified. In the 2007-2008 academic year, there were no beginning teachers. However, there are eight annual contract teachers who will be assisted through their Professional Growth Teams as required by the PACES evaluation system. Of twenty-one teachers, eight have two to three years of teaching experience, five have four to ten years of teaching experience, four have eleven to twenty years of teaching experience, and four have twenty years plus of teaching experience. Of these, two have a Doctoral degree, four have a Specialist degree, five have a Master's degree, and eleven have a Bachelor's degree. Their ethnic composition is as follows: nineteen percent Black, fifty-five percent Hispanic, and twenty-six percent White. A fusion of extraordinary faculty and staff members, district and regional support, and parental and community involvement will enable the YWPA to shape its girls in to tomorrow's leaders. The faculty attendance rate is ninety-six percent.

School Foundation

Leadership:

According to May 2007 results of the Organizational Performance Improvement Survey (OPIS), perceptions of school leadership are strong with a category score of 4.0. Faculty and staff rated knowledge of the school's mission the highest level of all items in all categories with a score of 4.4. They overwhelmingly agree values are clear and are used to guide leadership while they would like to be asked what they think more often.

District Strategic Planning Alignment:

According to May 2007 results of the Organizational Performance Improvement Survey, this category ranked the lowest overall by the faculty and staff at a category score of 3.7. The greatest need for improvement was perceived to be the work location asking for ideas as it relates to employee's future.

Stakeholder Engagement:

According to May 2007 results of the Organizational Performance Improvement Survey, the faculty and staff "agreed" and "strongly agreed" their customers are highly satisfied and scored the highest of all categories at a category score of 4.4. They believe they know who their most important customers are and they keep in touch with their customers.

Faculty & Staff:

According to May 2007 results of the Organizational Performance Improvement Survey, Human Resource Focus received a category score of 4.1. The faculty and staff strongly agree the school is a safe workplace. "I am recognized for my work" scored the lowest with a 3.7.

Data/Information/Knowledge Management:

According to May 2007 results of the Organizational Performance Improvement Survey, the Measurement, Analysis, and Knowledge Management scored an average of 4.2. The faculty and staff strongly agree they know how to measure the quality of their work and how to review for changes, and use the analysis to make changes at a 4.5 average.

Education Design:

According to May 2007 results of the Organizational Performance Improvement Survey, process management scored a 4.0 average. 4.1 agreed they have control over their work processes.

Performance Results:

According to May 2007 results of the Organizational Performance Improvement Survey, business results yielded a 3.9 average. Individuals perceive their work location obeys laws and regulations. Individuals claim they do not know how well the work location is doing at an average of 3.0.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

The Young Women's Preparatory Academy has incorporated the principle's of the Secondary School Redesign plan throughout its 2007-2008 School Improvement Plan. Different innovative approaches to instruction are addressed in the Math, Writing, Science, Discipline and Safety, Technology, Health and Physical Fitness, and Electives and Special Areas strategies. The responsibility of teaching reading for every teacher are addressed in the Reading, Writing, and Electives and Special Areas strategies. The quality professional development for teachers and leaders is incorporated in the Reading, Math, Science, Discipline and Safety, Technology, and Electives and Special Areas strategies. The Small Learning Communities (SLC) is incorporated in the Reading, Math, Science, Parental Involvement, Discipline and Safety, Technology, and Electives and Special Areas strategies. The intensive intervention in reading and mathematics are incorporated in the Reading, Math, and Return on Investment strategies. The course choice based on student goals, interests, and talents are incorporated in the Reading and Electives and Special Areas strategies. Master schedules based on student needs is addressed in the Reading, Math, Science, Health and Physical Fitness, Electives and Special Areas, and Return on Investment strategies. Parental access and support are addressed in the Parental Involvement, Discipline and Safety, and Electives and Special Areas strategies. Applied and integrated courses are incorporated in the Reading, Science, Health and Physical Fitness, and Electives and Special Areas strategies. Academic and Career Planning are incorporated in the Reading, Writing, Science, Parental Involvement, Discipline and Safety, Technology, and Electives and Special Areas strategies.

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

All students will improve their reading comprehension and fluency skills in order to achieve high levels in reading and be well prepared for an advanced curriculum at the middle and high school levels.

Needs Assessment

Analysis of the 2007 FCAT Reading Assessment indicates seventy-three percent of students in grades six through nine met high standards. However, forty-five percent of ninth graders, thirty-six percent of eighth graders, thirteen percent of seventh graders, and thirty percent of sixth graders performed at Levels 1 and 2 on the 2007 FCAT Reading Assessment. Data suggests the need for an intensive reading course in order to further develop and increase reading comprehension. Additionally, scores were disproportionately low in the reference and research area as compared to the words and phrases, main idea, and comparison areas. The mean averages earned were fifty-seven percent for sixth graders, sixty-one percent for eighth graders, and fifty-six percent for ninth graders. Therefore, additional attention needs to be given to this cluster, across the curriculum. Also, although there are less than thirty students in the ELL and SPED subgroups, one hundred percent (one student) of the SPED subgroup and sixty-seven percent (two students) of the ELL subgroup scored a Level 1 or 2 on the 2007 Reading FCAT Assessment.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students will improve their reading skills on the 2008 FCAT Reading Assessment by seventy-six percent scoring at achievement level 3 or higher in grades six through ten as compared to the 2007 FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer and analyze the results of the Florida Oral Reading Fluency (FORF) Assessment for all students who did not meet high standards on the 2007 FCAT Reading Assessment.	Principal, Assistant Principal, Test Chair, Reading Coach, Reading Teachers	9/18/2007	5/9/2008	District-wide Literacy Plan	0
Monitor the implementation of the Comprehensive Research-Based Reading Plan, identify, and enroll students who did not meet high standards on the 2007 FCAT Reading Assessment in to reading classes.	Principal, Assistant Principal, Test Chair, Reading Coach, Language Arts/Reading Teachers.	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Administer the district sponsored Writing+ pre and post-test assessments to all students in grades six through ten to measure growth and identify strands needing improvement.	Principal, Assistant Principal, Test Chair, Reading Coach, Language Arts/Reading Teachers	8/30/2007	4/30/2008	District-wide Literacy Plan	0
Provide and monitor the implementation of the Language Arts/Reading Curriculum Pacing guide by aligning the instructional focus calendar to it.	Principal, Assistant Principal, Reading Coach, Language Arts/Reading Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Identify and place students on Progress Monitoring Plans (PMP's) to monitor progress and implement appropriate strategies.	Principal, Assistant Principal, Student Services, Reading Coach, All Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Use interim, FCAT, FORF, and academic data to differentiate instruction and address the needs of all students.	Principal, Assistant Principal, Test Chair, All Teachers.	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement various in-house programs to promote reading; Get Caught Reading, Read Aloud, and Root of the Week.	Principal, Assistant Principal, Reading Coach, All Teachers	8/20/2007	5/24/2008	Academic Enrichment Opportunities	0
Incorporate novels in language arts, journalism, and social studies classes.	Principal, Assistant Principal, Reading Coach, Language Arts, Journalism, and Social Studies Teachers	6/4/2007	6/4/2008	Academic Enrichment Opportunities	0
Administer interim reading assessments to all students in grades six through ten to monitor progress and determine strand intervention.	Principal, Assistant Principal, Test Chair, Reading Coach, Language Arts Teachers	11/5/2007	4/22/2008	Continuous Improvement Model	0
Provide classroom library sets for all language arts/reading classrooms.	Principal, Assistant Principal, Reading Coach, Language Arts/Reading Teachers	08/20/2007	05/30/2008	District-wide Literacy Plan	1000
Create individual data portfolios for all students to track their reading scores from various assessments.	Principal, Assistant Principal, Lead Teacher, Reading Coach, Language Arts/Reading Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Utilize College Board AP Vertical Team strategies to increase academic rigor and prepare students for AP courses.	Principal, Assistant Principal, All Teachers	08/20/2007	05/30/2008	Advanced Academics	0
Conduct pullout sessions during reading classes for individual remediation.	Principal, Assistant Principal, Reading Coach, Reading Teachers	08/20/2007	05/02/2008	Continuous Improvement Model	0
Conduct daily classroom walk throughs.	Principal, Assistant Principal	08/20/2007	06/04/2008	Secondary School Reform	0

Research-Based Programs

- Prentice Hall Copper, Gold, Silver Literature Textbook series
- Reading Source Books
- Plato
- FCAT Explorer
- SIPPS Plus
- Jamestown- Time Reading Plus
- Read XL Student Book

Professional Development

To assist in the achievement of the Reading objective, teachers will participate in in-house learning communities to mentor annual contract teachers in the use of incorporating reading strategies in to their curriculum, participate in a Project CRISS reading strategies training, attend College Board AP Vertical Teams district-sponsored workshops, attend data usage training, differentiated, and small group instruction training, attend creating benchmark-based Edusoft exams training, attend language arts/reading departmental meetings, attend FORF administration training, be advised on using ELL and SPED strategies in the classroom and of formal required procedures (IEP's, comment codes, etc.), and in-house instructional workshops on creating FCAT short and extended reading prompts and Q-Card based questions.

Evaluation

Scores on the 2008 FCAT Reading Assessment will be the final determinant of objective success. However, district interim assessments will be used to drive and differentiate instruction and monitor the alignment of lesson plans to Sunshine State Standards.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

All students will achieve high levels in mathematics and be well prepared for an advanced curriculum at the middle and high school levels using traditional and computer-based instruction through the One to One technology initiative.

Needs Assessment

Scores indicate sixty-five percent of students in grades six through nine met high standards on the 2007 FCAT Mathematics Assessment. Individually, students in grades six, eight, and nine showed the highest percentage of Levels 1 and 2 students at fifty percent, thirty-two percent, and thirty-five percent, respectively. Specifically, grade six students scored the lowest in number sense and measurement, forty-four percent, grade eight students scored the lowest in geometry, thirty-three percent, algebraic thinking, forty-two percent, and data analysis, forty-two percent, and grade nine students showed the lowest achievement in geometry, forty-five percent. The Black subgroup did not make adequate yearly progress (AYP). Forty-seven percent scored at a Level 1 or 2 on the 2007 Mathematics FCAT Assessment. Although there are less than thirty students in the ELL and SPED subgroups, one hundred percent (one student) of the SPES subgroup and sixty-seven percent (two students) of the ELL subgroup scored a Level 1 or 2 on the 2007 Math FCAT Assessment.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students will improve their mathematics skills on the 2008 FCAT Mathematics Assessment by sixty-eight percent scoring at achievement level 3 or higher in grades six through ten as compared to the 2007 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematics skills on the 2008 Mathematics FCAT Assessment by sixty-two percent scoring at achievement level 3 or higher in grades six through ten as compared to the 2007 Mathematics FCAT Assessment

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use single gender research study findings by the National Association for Single Sex Education in mathematics, to tailor instruction.	Principal, Assistant Principal, Lead Teacher, Student Services	08/20/2007	05/30/2008	Secondary School Reform	0
Use interim and academic data to differentiate instruction and create intervention strategies in the classroom to address the needs of all students.	Principal, Assistant Principal, All Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Provide and monitor the implementation of the Mathematics Curriculum Pacing guide by aligning the instructional focus calendar to it.	Principal, Assistant Principal, Math Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Use individual student laptops provided through the One-to-One technology initiative to reinforce state benchmarks and do project-based learning.	Principal, Assistant Principal, Computer Specialist, Technology Coordinator, Math Teachers	10/03/2007	05/16/2008	Education Innovation	0
Identify and place students on Progress Monitoring Plans (PMPs) to monitor progress and implement appropriate strategies.	Principal, Assistant Principal, Lead Teacher, All Teachers	08/20/2007	05/30/2008	Continuous Improvement Model	0
Identify and enroll students who did not meet high standard on the 2007 FCAT Mathematics Assessment in to intensive math classes.	Principal, Assistant Principal, Lead Teacher	08/05/2007	08/20/2007	Secondary School Reform	0
Supply additional textbooks for grades six and seven to supplement the Math in Context textbooks.	Principal, Assistant Principal, Treasurer, Math Teachers	06/01/2007	08/20/2007	Continuous Improvement Model	5000
Utilize Plato Course Recovery, Carnegie Learning Cognitive Tutor, and Geometer's Sketchpad programs to supplement instruction.	Principal, Assistant Principal, Computer Specialist, Technology Coordinator, Math Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Create individual data portfolios for all students to track their math scores from various assessments.	Principal, Assistant Principal, Lead Teacher, Math Teachers	08/20/2007	05/9/2008	Continuous Improvement Model	0
Conduct daily classroom walk throughs.	Principal, Assistant Principal	08/20/2007	06/04/2008	Secondary School Reform	0
Enroll 50 students in a daily after school program for three hours sponsored by the Children's Trust that includes a tutoring component.	Principal, Children's Trust	08/27/2007	05/30/2008	Academic Enrichment Opportunities	100000

Research-Based Programs

- Algebra 1 and 2 textbooks by Carnegie Learning
- Geometer's Sketch Pad Dynamic Geometry Software for Exploring Mathematics.
- FCAT Explorer
- Plato
- Cognitive Tutor/Carnegie Learning

Professional Development



School Improvement Plan 2007-2008



To assist in the achievement of the mathematics objective, teachers will participate in in-house learning communities; district-sponsored workshops on the use of differentiated and small group instruction in the classroom, Edusoft training, mathematics department meetings, and Advanced Placement training.

Evaluation

Scores on the 2008 FCAT Mathematics assessment will be the final determinant of objective success. However, district-sponsored interim assessments and technology programs will be used to drive instruction and monitor the alignment of lesson plans to Sunshine State Standards.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

All students will improve their writing skills in order to be well prepared for an advanced curriculum at the middle and high school levels.

Needs Assessment

Analysis of the 2007 FCAT Writing+ Assessment scores indicate ninety percent of eighth grade students met high standards in the 2007 FCAT Writing+ Assessment. The Assessment demonstrated our students need increased improvement in writing to explain. Ten percent of students scored a 3.0 on the 2007 FCAT Writing+ Assessment.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students will improve their writing skills on the 2008 FCAT Writing+ Assessment to ninety-one percent scoring a 3.5 or higher in grades eight and ten as compared to the 2007 FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Teach peer editing techniques and rubric use to improve students self-assessment and evaluation skills.	Principal, Assistant Principal, All Teachers	8/20/2007	4/30/2008	Continuous Improvement Model	0
Administer the FCAT Writing+ pre and post test assessment to all students in grades six through ten to identify areas needing improvement and measure growth.	Principal, Assistant Principal, Test Chair, Language Arts/Reading Teachers	8/27/2007	4/15/2008	Continuous Improvement Model	0
Participate in school-wide, local, state, and federal writing contests.	Principal, Assistant Principal, Student Services, All Teachers	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Write across the curriculum, focusing on writing essentials.	Principal, Assistant Principal, All Teachers	8/20/2007	5/30/2008	Continuous Improvement Model	0
Create multi-media leadership portfolios at the high school level to include filling out college applications, practice writing college essays, and selecting majors.	Principal, Assistant Principal, Lead Teacher, Career Specialist, CAP Advisor, Language Arts Teachers	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0
Create individual data portfolios for all students to track their writing scores from various assessments.	Principal, Assistant Principal, All Teachers	08/20/2007	05/09/2008	Continuous Improvement Model	0
Enroll seventh and tenth grade students in journalism classes.	Principal, Assistant Principal	08/05/2007	08/20/2007	Secondary School Reform	0
Conduct daily classroom walk throughs.	Principal, Assistant Principal	08/20/2007	06/04/2008	Secondary School Reform	0

Research-Based Programs

- Prentice Hall Grammar, Writing, and Literature Language Arts
- Prentice Hall CD-ROM Writing skills program

Professional Development

To assist in the achievement of the writing objective, the following professional development activities will be used: in-house FCAT writing rubric workshops and an in-house instructional workshop on using content area curriculum to create FCAT Writing+ prompts.

Evaluation

Scores on the 2008 FCAT Writing+ assessment will be the final determinant of objective success. However, district and school-sponsored pre and post tests will be used to monitor success and growth.

Science Goal

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

Florida Education Priorities

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

Science Statement

All students will achieve high levels in science and be well prepared for an advanced curriculum at the middle and high school levels.

Needs Assessment

Scores indicate sixty-four percent of eighth graders scored at achievement Levels 1 and 2 on the 2007 FCAT Science Assessment. This level of achievement is highly disproportionate as compared to the number of Levels 1 and 2 students in reading and mathematics. Further analysis shows students scored the lowest in the physical and chemical science content cluster, forty-three percent. Additionally, eighth grade science scores were not utilized to determine school accountability due to having less than 30 students tested. The district average was used at twenty-six percent. There is no data for tenth grade students taking the 2008 Science FCAT this year. Interim scores will be used to identify strengths and areas of need for all eighth and tenth grade students. Due to construction, the biology and chemistry laboratories did not open until February 2007, limiting the types of labs conducted.

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their science skills on the 2008 FCAT Science Assessment by forty-two percent scoring at achievement level 3 or higher in grades eight and ten as compared to the 2007 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule all eighth, ninth, and tenth grade students into Honors Earth/Space Science, Honors Biology, or Honors Chemistry.	Principal, Assistant Principal	08/05/2007	08/20/2007	Secondary School Reform	0
Participate in the Fairchild Tropical Garden Challenge for middle and high schools, science fair, and SECME competitions.	Principal, Assistant Principal, Reading Coach, Science Teachers, Student Services, Club Sponsors	08/31/2007	05/30/2008	Academic Enrichment Opportunities	2000
Provide and monitor the implementation of the Science Curriculum Pacing Guide by aligning it to the instructional focus calendar.	Principal, Assistant Principal, Lead Teacher, Science Teachers	08/20/2007	06/04/2008	Continuous Improvement Model	0
Administer school-wide interim assessments in grades seven, eight, and ten to assess the proficiency levels on Sunshine State Standards benchmarks.	Principal, Assistant Principal, Test Chair, Science Teachers	10/03/2007	04/20/2008	Continuous Improvement Model	0
Provide supplemental instruction through the use of advanced scientific equipment in lab demonstrations in grades six through ten.	Principal, Assistant Principal, Science Teachers	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0
Create individual data portfolios for all students to track their science scores from various assessments.	Principal, Assistant Principal, Lead Teacher, Science Teachers	08/20/2007	05/09/2008	Continuous Improvement Model	0
Use single-gender study findings in science education to tailor instruction.	Principal, Assistant Principal, Lead Teacher, Science Teachers	08/20/2007	06/04/2008	Education Innovation	0
Conduct daily classroom walk throughs.	Principal, Assistant Principal	08/20/2007	06/04/2008	Secondary School Reform	0

Research-Based Programs

- Glencoe-McGraw Hill Comprehensive Science textbooks
- Holt Rinehart & Winston : Earth Space Science Honors textbook
- Prentice Hall Biology Honors Textbooks
- Fischer Science Education Manipulatives and Equipment
- Gizmos Lab Simulation

Professional Development

To assist in the achievement of the science objective, selected teachers will attend the Fairchild Tropical Garden Orientation meeting, attend district sponsored workshops on the use of data to differentiate instruction, interim assessment administration, creating tests with Edusoft, College Board AP workshops for AP Biology, College Board Pre-AP Vertical Teams training.

Evaluation

Scores on the 2008 FCAT Science assessment and interim assessments will be the final determinants of objective success.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

Through school-parent collaboration and volunteer activities, the school will provide opportunities for parents to be involved in the academic achievement and social growth of their child.

Needs Assessment

Increased parental involvement is necessary. An analysis of the rosters from the new student orientation in May 2007 shows a ninety-five percent attendance rate. However, 2006-2007 rosters from EESAC, PTSA, Open House, and Parent-Conference meetings of current students show far less participation at thirty percent average. Parent Academy courses need to be added and logged in the 2007-2008 school year.

Measurable Objective

Given the integral role parent communication and involvement plays in school-wide instructional motivation and success, parental involvement will increase from thirty percent to thirty-five percent as evidenced by signed activity rosters during the 2007-2008 school year as compared to rosters during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Select a 2007-2008 PTSA Board and conduct monthly PTSA Board or General Membership meetings.	Principal, Assistant Principal, PTSA members	8/14/2007	5/30/2008	Academic Enrichment Opportunities	0
Utilize Connect-Ed, email, face to face, and written communication to relay important school information.	Principal, Assistant Principal, Lead Teacher, Student Services	8/20/2007	6/04/2008	Secondary School Reform	0
Obtain meaningful resources for the Open House Parent Resource Fair.	Principal, Assistant Principal, Student Services, Lead Teacher	8/20/2007	9/19/2007	Diversity & Educational Equity	0
Create, maintain, distribute, and post a monthly events calendar.	Principal, Assistant Principal, Student Services	8/20/2007	06/04/2008	Secondary School Reform	0
Provide an annual testing calendar identifying all district and state assessments.	Principal, Assistant Principal, Test Chair	8/20/2007	03/30/2008	Secondary School Reform	0
Sponsor quarterly Parent Conference Sessions.	Principal, Assistant Principal, All Teachers	11/27/2007	04/04/2008	Improve Public Perception	0
Maintain an updated school website.	Principal, Assistant Principal, Technology Coordinator	07/30/2007	06/04/2008	Diversity & Educational Equity	0
Promote school-wide academic and social activities; Spring Tea, Monarch Chorale Winter Recital, MacBook deployment, Honor Roll Breakfast, Awards Assembly.	Principal, Assistant Principal, All Faculty/Staff	08/14/2007	06/04/2008	Academic Enrichment Opportunities	2000
Distribute failure letters instead of report cards to students receiving a D or an F in any subject area.	Principal, Assistant Principal, Student Services	11/05/2007	06/04/2008	Secondary School Reform	0
Offer Parent Academy classes on a variety of topics including but not limited to: use of the Parent Portal, testing tips, Apple Care.	Principal, Assistant Principal, Lead Teacher, Student Services	09/19/2007	05/30/2008	Secondary School Reform	0
Distribute the Parent Resource Guide and collect parent surveys.	Principal, Assistant Principal, Student Services, Clerical	09/04/2007	09/28/2007	Secondary School Reform	0
Utilize parent conferences, laptop deployment night, and other events to enlist PTSA members and school volunteers.	Principal, All Teachers, PTSA Members	08/20/2007	06/04/2008	Exchange Meaningful Information	0

Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parents and Family Involvement Program.

Professional Development

To assist in the achievement of this objective, the Student Services Department will participate in Parent Academy seminars and parents will learn how to use the Parent Portal.

Evaluation

This objective will be evaluated through the comparison of attendance rosters from all school-sponsored activities.

Discipline & Safety Goal

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

Florida Education Priorities

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

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

Discipline & Safety Statement

All stakeholders will be held accountable to the policies and procedures as set forth by the Miami-Dade County School system and the Young Women's Preparatory Academy in order to provide a safe learning environment.

Needs Assessment

An analysis of data from the Student Case Management System executive summary for 2006-2007 shows six days of outdoor suspension. These infractions indicate a need for an established discipline plan that adheres to the M-DCPS Code of Student Conduct and offers opportunities for improvement. Progressive discipline combined with intervention is necessary to assist the Young Women's Preparatory Academy in accomplishing its goal of creating independent yet tempered leaders.

Measurable Objective

Given a school-wide emphasis on maintaining a safe learning environment, promoting leadership skills, and monitoring student infractions, outdoor suspension rates will decrease by twenty-five percent as compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize bullying, substance abuse, health, self-esteem intervention strategies and inventories.	Principal, Assistant Principal, Student Services	08/20/2007	05/30/2008	Student Wellness	0
Utilize the discipline plan established by the discipline committee.	Principal, Assistant Principal, Student Services, All Teachers	8/14/2007	06/04/2008	Secondary School Reform	0
Create a Student/Parent Handbook highlighting all school policies, procedures and expectations of each student.	Principal, Assistant Principal, Faculty and Staff	8/13/2007	08/20/2007	Secondary School Reform	0
Enroll 50 students in a daily after school program for three hours sponsored by the Children's Trust.	Principal, Assistant Principal, Children's Trust, Clerical, Security	08/20/2007	05/30/2008	Academic Enrichment Opportunities	100000
Sponsor a school-wide Leadership Academy Conference the first week of school.	Principal, Assistant Principal, Faculty and Staff	08/13/2007	08/17/2007	Secondary School Reform	0
Purchase, introduce, and embed Stephen Covey's 7 Habits of Highly Successful Teens/People in to the school culture.	Principal, Assistant Principal, Faculty and Staff	08/14/2007	06/04/2008	Student Wellness	25000
Enroll sixth grade students in Recapturing the Vision, a self-esteem and transition course.	Principal, Assistant Principal, RTV Teacher	08/13/2007	08/20/2007	Education Innovation	0
Provide year-round leadership opportunities and create individual leadership portfolios where these experiences are highlighted.	Principal, Assistant Principal, Lead Teacher, Student Services	08/13/2007	06/04/2008	Secondary School Reform	0
Utilize the district truancy intervention process when three unexcused absences have occurred.	Principal, Assistant Principal, Student Services	08/20/2007	06/04/2008	Truancy Prevention	0
Host monthly female guest speakers who are social, academic, civic, and business leaders.	Principal, Assistant Principal, Career Specialist	08/20/2007	06/04/2008	Exchange Meaningful Information	0

Research-Based Programs

None

Professional Development

To assist in the achievement of this objective, teachers participated in two days of planning for the leadership conference. The Franklin Covey company (7 Habits of Highly Successful Teens) was hired to train the faculty and conduct follow-up sessions. The Recapturing the Vision teacher will attend trainings. All faculty will review the Critical Incidence Response Plan and the Critical Incident Response Team will meet to review the plan. Faculty will be trained in the Personnel Investigative Model and any other necessary in-services related to promoting and maintaining a safe learning environment. The Assistant Principal traveled to North Carolina to visit a leadership school implementing the 7 Habits program.

Evaluation

This objective will be evaluated through a compilation of Climate Survey results and weekly Student Case Management referral submissions.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

Provide access to technology and the internet through the One to One technology initiative to all students and faculty members in order to prepare students to gain entrance to a college program and compete in the global workforce.

Needs Assessment

In implementing the objective set forth by the One-to-One technology initiative, some students do not have home access to the internet, adaptor/modems are needed. Faculty and staff technological and multi-media proficiency levels must be re-determined in 2007. With the arrival of iPod's, teachers will need additional Apple training. Although wireless access points were installed, bidding issues have prevented permanent access points from being installed causing intermittent interruption in wireless internet access. Laptop deployment will not occur until October.

Measurable Objective

Given the implementation of the District's One-to-One technology initiative at the Young Women's Preparatory Academy, one hundred percent of students will create a multi-media leadership portfolio by June 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use technology in the implementation of differentiated instruction stations that supplement the curriculum.	Principal, Assistant Principal, All Teachers, Computer Specialist	08/13/2007	06/04/2008	District-wide Literacy Plan	0
Teach advanced curriculum through technology.	Principal, Assistant Principal, All Teachers	10/03/2007	05/30/2008	Education Innovation	0
Conduct research based projects in all subject areas.	Principal, Assistant Principal, All Teachers	10/03/2007	05/30/2008	Education Innovation	0
Instruct students on proper computer etiquette and ethics to maintain the program with fidelity.	Principal, Assistant Principal, Computer Specialist, All Teachers	08/20/2007	05/30/2008	Safe and High-quality Facilities	0
Provide an Apple laptop to every student and faculty member.	Principal, Assistant Principal, Computer Specialist	08/15/2007	06/06/2008	Academic Enrichment Opportunities	0
Provide wireless access to all students and faculty members.	Principal, Assistant Principal, Computer Specialist, ITS	08/13/2007	06/06/2008	Education Innovation	0
Provide email accounts for all students.	Principal, Assistant Principal, Technology Coordinator, Computer Specialist	08/20/2007	06/06/2008	Education Innovation	0
Install LCD projectors in all rooms.	Principal, Assistant Principal, Computer Specialist, Technology Coordinator	08/20/2007	06/06/2008	Education Innovation	70000
Install Promethian Boards in select rooms and common areas.	Principal, Assistant Principal, Computer Specialist, Technology Coordinator	08/20/2007	06/06/2008	Education Innovation	0

Research-Based Programs

None

Professional Development

To assist in the achievement of this objective, Apple training sessions will be scheduled on an as-needed basis, the Computer Specialist will pair with another Apple school to identify common issues (Big Fix, etc.) and be assisted by Apple technicians. The Lead Teacher, Principal, and Technology Coordinator will attend the 2007 Technology conference.

Evaluation

This objective will be evaluated through an in-house end of the year survey administered to students and teachers, as well as the monitoring of lesson plans, and completion of student-based projects.

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

Health & Physical Fitness Statement

Promote holistic health practices and well-being by providing students with a curriculum that addresses these practices.

Needs Assessment

Sixth, ninth, and tenth grade students will take physical education and health. Ninth graders were not scheduled in a required physical education course in 2006-2007. The after-school program teaches yoga basics and will expand gym usage to more students.

Measurable Objective

Given a school-wide emphasis on health and physical fitness, all tenth grade students missing a physical education graduation credit will be enrolled in physical education in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Introduce dance and yoga basics to sixth, ninth, and tenth grade students in physical education and health.	Principal, Physical Education Teacher	08/20/2007	06/04/2008	Student Wellness	1000
Provide a fitness center that is accessible to students in grades six through ten.	Principal, Assistant Principal, Physical Education Teacher, After-school Program	08/20/2007	06/04/2008	Student Wellness	0
Teach holistic approaches to fitness and health through proper nutrition, exercise, and reflection.	Principal, Assistant Principal, Physical Education Teacher, Science Teachers	08/20/2007	05/30/2008	Student Wellness	0
Incorporate the ideals of the 7 Habits of Highly Successful Teens leadership program throughout the curriculum promoting emotional well-being through activities and thought that foster a sense of accomplishment and personal fulfillment.	Principal, Assistant Principal, All Teachers	08/20/2007	06/04/2008	Student Wellness	25000

Research-Based Programs

None

Professional Development

To assist in the achievement of the health and physical fitness objective and given the small number of students in the school, teachers will monitor the students individual well-being and receive training from the Student Services department in referral techniques and warning signs of emotional and physical instability. The Recapturing the Vision teacher will receive training from the foundation sponsoring the course.

Evaluation

This objective will be evaluated by the number of students in grade ten using the fitness center and attaining a passing score on the FITNESSGRAM test.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

Attain mastery in informational use and alternate forms of expression to become well-rounded lifelong learners able to compete in college programs and the marketplace.

Needs Assessment

An analysis of proficiency levels in Spanish has shown students to be at all levels. Therefore, differentiated instruction must be used in Spanish classes to address differing levels of language competency. AP Spanish Language will be offered for the first time taught by a first year AP teacher. Resources and professional development must be allocated to prepare students for the exam.

Measurable Objective

Given a school-wide emphasis on dual language, eighty-five percent of students enrolled in current Spanish classes will receive a C or higher for the 2007-2008 annual course and progress to the next Spanish level.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create clubs geared towards extending learning opportunities of offered courses.	Principal, Assistant Principal, All Teachers	08/24/2007	05/30/2008	Academic Enrichment Opportunities	0
Use technology and multi-media to supplement instruction and create presentations and project based learning.	Principal, Assistant Principal, Computer Specialist, Elective/Special Area Teachers	10/30/2007	05/30/2008	Education Innovation	0
Actively participate in local cultural affairs.	Principal, Assistant Principal, All Special Area Teachers	08/20/2007	05/30/2008	Academic Enrichment Opportunities	0
Require all students in grades six through ten to enroll in Spanish courses and provide them with a curriculum tailored to their proficiency level.	Principal, Assistant Principal, Spanish Teachers	08/20/2007	06/04/2008	Diversity & Educational Equity	0
Participate in extracurricular activities and competitions in drama, journalism, speech and debate, technology, art, chorus, spanish, and Recapturing the Vision.	Principal, Assistant Principal, All Teachers	08/20/2007	06/04/2008	Academic Enrichment Opportunities	2000

Research-Based Programs

- Holt Rhinehart and Winston Spanish textbooks

Professional Development

To assist in the achievement of the special area objective, training in the Recapturing the Vision curriculum is necessary. College Board and district-sponsored AP Spanish Language institutes are necessary for the AP Spanish teacher. The administration should also attend an institute to prepare the school for AP programs.

Evaluation

This objective will be evaluated by the number of students obtaining a C or higher in all Spanish classes in 2007-2008.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

The school will efficiently utilize its funds to maximize the curriculum and promote student achievement with college preparation and acceptance as its main goal.

Needs Assessment

Major funding has been provided to implement the One-to-One technology initiative and improve student achievement and college preparation. In implementing the return on investment objective, instructional staff will need to keep up with the most modern technology. Training will be provided. However, the Return on Investment for the Young Women's Preparatory Academy is not available for the 2007-2008 School Improvement Plan.

Measurable Objective

Given instruction based on the Sunshine State Standards and investment on advanced technological equipment, students in bubble groups at all levels will increase their scores by three percent in science, math, and reading on 2008 FCAT assessments.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Prepare an annual expenditures budget and monitor all fiscal accounts.	Principal	08/20/2007	06//30/200	Other/ Not Applicable	0
Reduce class size in all core curriculum subject areas.	Principal, Assistant Principal	08/20/2007	09/04/2007	Secondary School Reform	0
Identify and enroll all Levels 1 and 2 students in Intensive Reading and Mathematics classes.	Principal, Assistant Principal, Lead Teacher	08/06/2007	08/20/2007	District-wide Literacy Plan	0
Apply for an I Choose grant in 2007 to offer additional enrichment opportunities.	Principal, Assistant Principal, Lead Teacher	10/01/2007	12/03/2007	Parental Choice Options	86000

Research-Based Programs

None

Professional Development

To assist in the achievement of the return on investment objective, the principal will attend budget conferences and teachers will be updated in modern Apple equipment and resources.

Evaluation

The Young Women's Preparatory Academy's rank will increase by the district average by one percentage point.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The EESAC will review the 2007-2008 SIP, analyze the current budget, and determine the fiscal support necessary to carry out the goals of the SIP.

Training:

EESAC will review and make recommendations pertinent to the professional development needs of the faculty and staff in order to attain the goals as stipulated in the SIP in an upcoming meeting.

Instructional Materials:

EESAC will assess and review which additional instructional materials are necessary to be successful in implementing the instructional goals of the SIP.

Technology:

EESAC members will assess the school's current technological state and make recommendations to improve the quality of instruction through the use of technology.

Staffing:

EESAC will review the staffing needs as necessary.

Student Support Services:

EESAC will review the needs of the Student Services department.

Other Matters of Resource Allocation:

EESAC will review, identify, and assess which additional resources require allocation in order to accomplish the goals as stipulated in the SIP.

Benchmarking:

EESAC will review the current state of our students' assessment scores and determine which benchmarks need additional support of and allocation of resources in order to improve.

School Safety & Discipline:



School Improvement Plan 2007-2008



EEASAC will analyze the school's current safety and discipline issues and make recommendations in order to establish and maintain a plan aligned to the SIP's goals.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	1000
Mathematics	105000
Writing	0
Science	2000
Parental Involvement	2000
Discipline & Safety	125000
Technology	70000
Health & Physical Fitness	26000
Electives & Special Areas	2000
Return On Investment	86000
Total	419000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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