

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Douglas MacArthur North Senior High School (7254)

Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - Marion Rogers, Sr.

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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The primary foci of Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North from an administrative leadership level will be student performance results and stakeholder engagement, especially parental involvement. Student performance results will be realized via current initiatives coupled with training and individualized instruction via group pullouts, computer lab work, one-on-one tutoring and related student centered activities. Further, efforts will focus on stakeholder engagement with concerted efforts involving school/community liaison personnel, social worker, P.T.S.A., E.E.S.A.C., Open House, parent workshops and related venues in-house and community related.

The school was established in 1964, to address the academic and civic concerns of at-risk secondary students. The school is located in Hialeah Gardens, Florida in an industrial business district. Currently, there are one hundred and fifty-nine male students' enrolled (grades 6-12, there are 123 Black males, 34 Hispanic males and 2 White males). Our boundaries encompass Miami Beach to the east and Medley city limits to the west, County-line Road to the north and Flagler Street to the south. Because of the wide boundary, the school embodies many districts and no unified community. With the short length of each student's tenure, it is difficult to obtain a consistent commitment from parents to join the PTA or volunteer programs at the school. The school is a member of Region I feeder pattern, however our students come from many Regions.

We provide individualized instruction in smaller classes to compensate for the frustrations and anxieties of at-risk students who have not been able to function in conventional school settings because of social issues, developmental issues and academic deficiencies.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 6 through 10 will increase to 52% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African-American students will increase their reading skills as evidenced by 52% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 52% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 52% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, at least 50% of students in 11th and 12th grade retaking the FCAT Reading examination will meet the State requirement for graduation with a Developmental Scale Score of 1926 or higher.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 6 through 10 will increase to 62% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African-American students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the lowest 25% will make learning gains on the 2008 FCAT Test.

Given instruction based on the Sunshine State Standards, at least 50% of students in 11th and 12th grade retaking the FCAT Mathematics examination will meet the State requirement for graduation with a Developmental Scale Score of 1889 or higher.

Given instruction based on the Sunshine State Standards, students in grades 6-10 will improve their writing skills as evidenced by 1% increase in the percent of students achieving high standards on the 2008 Administration of FCAT Writing.



# School Improvement Plan

## 2007-2008



Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 11 will increase by 25% on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5% in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an increase in student's use of Plato Lab, 100% of students at Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North will be involved in technology education as evidence by enrollment during the 2007-2008 school years.

Given instruction based on the Sunshine State Standards, 25% of Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North students will be counseled in a health related area by the end of 2007-2008 school year as evidence by the increase in student services scans.

Given the information that 34% of the senior class attending Young Men' Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North fail to meet the graduation requirement in 2007, vocational career awareness activities will be increased by 5% in the 2007-2008 school year as compared to the 2006-2007 school year.

Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North Return On Investment (ROI) percentile ranking will increase by at least 1%.

Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North graduate rate will increase by at least 1% during the 2007-2008 school year as compared to the 2006-2007 school year.

The OPIS report indicates that staff can benefit from targeted professional development training since there was an average ranking of 3.95 across all categories; the highest rankings (4.2) were achieved in Customer and Market Focus and Measurement Analysis and Knowledge Management. The lowest rankings (3.8) were in Human Resource Focus and Business results. Since the overall ranking hovered around (4.0) on the 5.0 scale, the school's rating is above average; however there is room for improvement. Professional development will be addressed via calendared in-services and workshops during early release days, workdays, staff meetings, special classes, etc.



# 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.

## 7254 - MIAMI DOUGLAS MACARTHUR NORTH SENIOR HIGH SCHOOL

### VISION

The vision of the Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North faculty and staff seeks to establish an alternative education program that provides a safe learning environment that meets the educational and civic needs of all students.

### MISSION

The staff is relentless in its effort to insure that young men receive the best opportunity to progress and make continued improvements in the areas of academic, social, civic, and emotional growth.

### CORE VALUES

Appropriate behavior, basic life skills, academic potential, problem solving skills, career exploration, job skills and personal development are the primary philosophical values underlying the goals, objectives, activities, policies and curriculum of Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North.

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### **School Demographics**

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Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North was originally named after General Douglas MacArthur, a Five Star General in the United States Army. Established in 1964, the school was rebuilt as a prefabricated temporary facility and relocated in 1989. The school is located on a 15 acre site at 13835 N.W. 97th Avenue in Hialeah Gardens, Florida. More than 90 % of the 159 students are on free and/or reduced lunch. The ethnic breakdown of the student population is as follows: 124 Black males, 34 Hispanic males and 2 White males. The school serves young men in grades 6 through 12. It provides individualized instruction and differentiated instruction with prescriptive teaching in smaller classes to compensate for the frustrations and anxieties of at-risk students. These students were unable to function in conventional school settings because of social issues, developmental issues and academic deficiencies. Also, many of our students come from foster care or detention facilities. The present school enrollment is 159; however, due to the nature of the students we serve, students are entering and withdrawing daily which accounts for several hundred units of service to a very broad population of students. The boundaries for MacArthur North encompass Miami Beach to the east and Medley city limits to the west, County-line Road to the north and Flagler Street to the south. Because of the wide boundary, the school has no district and unified community. With the short length of each student's tenure, it is difficult to obtain a consistent commitment from parents to join the PTA/PTSA or volunteer at the school.

Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North strives to provide students with an opportunity to perform at grade level academically, utilizing a non-threatening alternative delivery system which serves to restructure and modify present teaching strategies and simultaneously inspire student achievement, self-worth and dignity. Our students are challenged to excel as in the normal home school setting. We concentrate on small group instruction and behavior modification. We have implemented the Highway To Success Program to improve the delivery of service. We provide a standard curriculum, Students with Disabilities center, an emotionally handicapped unit and a vocational program. We comply with Sunshine State Standards and Competency Based Curriculum as evidenced by our lesson plans. The faculty participates in the Comprehensive Reading Plan and the USI Mathematics and Science initiative. We offer guidance, mental health counseling, conflict resolution training, peer mediation and support from county agencies to help meet the needs of our students. An after school tutoring class is available and career and vocational counseling is accessible. We provide Course recovery through the Nova Net program. Instructional strategies include the PACES program of assessment, departmental planning and eight period block scheduling. We have embraced the Secondary School Reform movement.

There are several areas of concern which impede the success of our program. The primary impediments are increase in class size, high student mobility, high truancy rate, delinquency, lack of parental involvement, high poverty rate and a large number of State supervised youth.

The ethnic diversity of the staff and faculty is 62 Black, 5 Hispanic, 8 White and 7 Other. Further, there are 44 female staff members as compared to 38 males. There are 78 full time employees and 4 part-time employees. 35 persons have worked at this location for more than 10 years and 55 employees have been with M-DCPS for more than 10 years. At least, one third of the staff has advanced degrees with another one third in the process of earning advanced degrees. Currently, there are one hundred and fifty-nine male students enrolled (grades 6-12; there are 123 Black males, 34 Hispanic males and 2 White males). However, there will be a fluctuation in the student percentages due to the transient nature of the student population throughout the calendar year.

The leadership team is comprised of administration, department chairs and select persons.

The student to teacher ratio is 15 to one; however with the added grade levels and reduced instructional personnel, some classes now have a student/teacher ratio of 20 to one.

We have partnered with Trinity Church and they have provided employment/training opportunities, social service assistances, transportation, and incentives to our student and parent population.

The attendance trend data for our previous population (06-07) increased marginally from the previous year. However, as a result of secondary school Reform (SSR) and the change to a single gender school of males 6-12, there is no frame of reference for attendance trends. The attendance rate for 06-07 hovered around 60 %. Presently, this year (07-08) the attendance rate is averaging about 78%.

The major challenges for the administration relate to student attendance, which remains below 60% and school bus transportation issues, since all of our students depend upon school buses daily. Further, since the facility lacks an auditorium and gymnasium, special programming and extra activities are limited. In reality, our temporary prefabricated facility has become a permanent facility.

The school leadership is comprised of key stakeholders (administration, faculty, staff, parents, students, volunteers, etc.) that actively participate in meetings, seminars, workshops, and special activities that promote the goals and objectives of the school in a positive fashion. Further, surveys, connect-ed, parental contacts, EESAC meetings, Open House and other means of communication are used to evaluate and measure our efforts in on-going leadership endeavors. These endeavors directly aid in realizing the mission and vision of the school while impacting the work environment in a way which positively ensures the smooth day to day operation of our facility.

The result of the Organizational Performance Improvement Survey indicates a category score of 4.0. More improvement can be made



# School Improvement Plan 2007-2008



in developing a method to solicit more staff opinions.

At the end of each school year, students will have changed negative behaviors to positive behaviors and the student body will display positive acts of responsibility, self esteem, sociability, honesty as well as academic improvement. The goals for the coming year will assist to elevate students academically and their civic development to make positive impacts in the lives of the students we serve.

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## ***School Foundation***

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### **Leadership:**

The school leadership is comprised of key stakeholders (administration, faculty, staff, parents, students, volunteers, etc.) that actively participate in meetings, seminars, workshops, and special activities that promote the goals and objectives of the school in a positive fashion. Further, surveys, Connect-ed, parental contacts, EESAC meetings, Open House and other means of communication are used to evaluate and measure results of leadership endeavors. These endeavors directly aid in realizing the mission and vision of the school while impacting the work environment in a way which positively ensures the smooth day to day operation of our facility.

The result of the Organizational Performance Improvement Survey indicates a category score of 4.0. More improvement can be made in developing a method to solicit more staff opinions and input.

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

In conjunction with the district, our primary plan is serving our students to achieve and reach their fullest potential in a world of opportunity both emotionally and academically using measurable data. Our objectives are to enhance and motivate student learning and prepare them for the world of work.

The result of the OPIS indicates a category score of 3.8 which shows a need for improvement.

### **Stakeholder Engagement:**

Based on the OPIS snapshot, 77 percent of the 91 percent of responses to level of customer satisfaction were 4.2 and above, which shows a fairly high level of satisfaction with room for improvement.

### **Faculty & Staff:**

According to the Organizational Performance Improvement Snapshot (OPIS) with 89% of the staff completing the survey, 80% of the responses were in agreement (4.0 and above) with the schools leadership, measurement, analysis, and knowledge management, customer and market focus, business results, process management, human resource focus, and strategic planning.

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

Data is used to drive instruction using all components of the Continuous Improvement Model (CIM). We have implemented the use of a school-wide focus calendar with mini-assessments that identify students that need remediation, coupled with numerous school wide activities that supplement our basic curriculum. The quarterly District assessments are use to track academic progress. We have department and leadership meetings to disaggregate test scores and monitor student's process. Instructional timelines follow the District Pacing guides to achieve goals with an instructional focus. Pullouts are used for tutorials. Vocational classes are used to enhance reading, mathematics and writing of students. Both formative and summative assessments are use to develop lesson plans for students based on their individual needs.

### **Education Design:**

The Continuous Improvement Model is used throughout the instruction program. We have department and leadership meetings to assess, disaggregate test scores and monitor student's progress. Time lines are set to achieve goals with an instructional focus. The eight principles of the CIM are implemented in the departmental and leadership meetings. Vocational classes are use to introduce the 6-8 grade students to various careers and reinforce the core subject areas of reading, mathematics and writing. Our students in grades 9-12 enroll in one of four career academies Barbing, Culinary Arts, Auto Mechanics and Carpentry. This is to prepare students for the world with life skills, academic preparedness and civic development.

### **Performance Results:**



# School Improvement Plan 2007-2008



The performance results overwhelmingly indicate that there is opportunity for improvement across all areas.

- the writing mean score is a 2.8
- across all grade levels 90% of the student population is at Level I in reading.
- across all grade levels 90% of the student population is at Level I in mathematics.
- science scores for 11 graders indicate the mean scale score of 228 with 90% at Level I.
- based on the Open House parent roster there was an increase in parental participation of 2%.





# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**

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***Schools Offering Primarily Grades 6 through 12***

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**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



# School Improvement Plan 2007-2008



## Different Innovative Approaches to Instruction

Teachers will receive training in different innovative approaches to instruct.  
Reading Coach will model different innovative approaches in the classroom.

## Responsibility of Teaching Reading for Every Teacher

Jamestown series will be used in Social Studies classes.

Reading strategies will be used in every subject area.

Quality Professional Development will be provided by the District and Regional Centers.

## Small Learning Communities (SLC)

Department meeting to the results of Interim assessments and CIM formative tests such as mini-assessments, best practices are shared.

## Intensive Intervention in Reading and Mathematics

Intensive Reading and Mathematics classes

After school tutorial

Computer lab assistance

## Course Choice Based on Student Goals/Interest/Talents

Middle School vocational wheel for career exposure

(PIP) Personal Improvement Plan

Vocational classes with (OCP) Occupational Credit Points

## Master Schedules Based on Student Needs

Schedules are assigned and created based on student career goal and academic needs.

Meet Pupil Progression Plan requirements

Scheduled into intensive reading and mathematics classes according to FCAT scores

Students struggling with fluency as measured by FORF are scheduled into Intensive Reading.

All Level I and Level II in Reading and Mathematics are scheduled into an intensive class.

## Parental Access and Support

Open House

Parent conferences

Communication via connected-end/letters

Referrals to Parent Academy

## Applied and Integrated Courses

Integrated Science

Applied construction courses

## Academic and Career Planning

Career Specialist works with each student for career preparation

Career Fair

Electronic Pupil Educational Plan (ePEP)

College Fair

Health Fair

Test Talks

Academic counseling after each grading period.

## 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 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"/>

### Reading Statement

Students in grades 6 through 12 will improve their reading skills.

### Needs Assessment

Based on the 2007 FCAT results, instruction should be focused on all content strands of the mathematics FCAT.

Based on the Student Performance Indicators (SPI) our students in the following grades scored at respective performance levels:

Reading

- 6 grade Level I-97%, Level II-3%, Level III-0%, Level IV-0%
- 7 grade Level I-93%, Level II-3%, Level III-2%, Level IV-1%
- 8 grade Level I-30%, Level II-55%, Level III-15%, Level IV-0%
- 9 grade Level I-65%, Level II-15%, Level III-20%, Level IV-0%
- 10 grade Level I-98%, Level II-02%, Level III-0%, Level IV-0%
- 11 grade Level I-90%, Level II-10%, Level III-20%, Level IV-0%
- 12 grade Level I-98%, Level II-02%, Level III-20%, Level IV-0%

Greater emphasis will be placed on differentiated instruction and individualized instruction to assist students in academic achievement.

### NCLB Subgroup Target



# School Improvement Plan 2007-2008



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

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 6 through 10 will increase to 52% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African-American students will increase their reading skills as evidenced by 52% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their reading skills as evidenced by 52% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their reading skills as evidenced by 52% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, at least 50% of students in 11th and 12th grade retaking the FCAT Reading examination will meet the State requirement for graduation with a Developmental Scale Score of 1926 or higher.

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STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule students in the Plato Lab, to build reading skills, using research-based technology.	PrincipalParaprofessionals	08/27/07	5/30/08	Continuous Improvement Model	0
Administer a pre and post test to evaluate and monitor progress of all students.	Principal Reading CoachLanguage Art Department	08/27/07	2/14/08	District-wide Literacy Plan	100
Provide after-school tutorial opportunities for students as well as pull-outs.	PrincipalReading CoachEnglish Chair	09/27/07	5/30/08	Continuous Improvement Model	25000
Provide information to parents of strategies that can be used at home to support reading achievement through written correspondence, phone contacts,open house, school orientation, parent conferences, EESAC meetings and the media to extend learning opportunities for students.	PrincipalReading CoachReading TeacherParaprofessional	08/30/07	5/30/2008	Parental Choice Options	100
Administer Mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2008 administration of the FCAT.	Principal,Asst. Principal,Test Chair	09/10/07	5-30-08	Continuous Improvement Model	0
Implement research-based reading program (Read 180) and continue with Plato and Accelerated reader programs.	Principal,Reading Instructor, Reading Coach	09/20/07	5/30/2008	Other/ Not Applicable	0
Monitor FCAT practice test for areas of improvement.	Principal,Reading Coach,Test Chair,Asst. Principal	09/27/07	5-30-08	Continuous Improvement Model	0
Examine weekly results from the research-based technology programs and disseminate results to teachers.	Principal,Reading Coach	09/24/07	5-30-08	Continuous Improvement Model	0
Infuse appropriate technology into the instructional delivery of the research based reading program to the degree that the budget allows.	Principal, Reading Coach,Reading Teacher	09/24/07	5-30-08	District-wide Literacy Plan	3500
Conduct Test Talks with students to understand performance data and improve test results on the March 2008 FCAT.	Principal, Reading Coach Counselors	09/20/07	5-30-08	Secondary School Reform	0
Incorporate Continuous Improvement Model in all phases of instruction.	Principal,Asst. PrincipalsDept. Chairs	08/20/07	5/30/08	Continuous Improvement Model	0
Develop a benchmark focus calendar with bi-weekly mini assessments following the District Reading Pacing Guide.	Principal, Reading Coach	8-20-07	5-30-08	District-wide Literacy Plan	0
Provide all teaching staff with training that includes information about successful research-based instructional strategies for targeted student population (CRISS).	Principal, Reading Coach	8/24/2007	5-30-08	District-wide Literacy Plan	0
Assign students to teachers in which the most conducive testing environment and teacher/student relationships are to maximize student participation and performance on the March 2007 administration of the FCAT.	Principa,Test Chair	8-20-07	5-30-08	Alternative Education	0
Utilize vocational teachers in core subject areas to reinforce interdisciplinary learning using team teaching and exposing students to job/careers.	Principal, Vocational Dept Chair,English Dept. Chair	8-20-07	5-30-08	Alternative Education	0
Identify students scoring having a developmental scale score of 1926 or less on the FCAT reading and place those students in intensive reading classes.	Principal,Counselors,Reading Coach	8/20/2007	5/30/08	Continuous Improvement Model	0
Provide academic enrichment for students at grade level through independent study and special projects.	PrincipalReading Coach, Activities Director	8-20-07	5-30-08	Advanced Academics	200

### Research-Based Programs



# School Improvement Plan 2007-2008



Read XL (state-adopted)  
Reading and Writing Sourcebook (state-adopted)  
Read 180  
Project CRISS  
Reading Advantage  
Reading Plus  
Just Read, Florida  
Competency Based Curriculum  
Pacing guides

## Professional Development

Reading comprehension strategies  
Differentiated learning strategies  
Cooperative learning strategies  
Test data analysis  
Writing strategies  
Project CRISS

## Evaluation

Formative evaluations are as follows:

- Instructional Focus calendar with weekly objectives across the curriculum and related classroom activities.
- Ongoing mini-assessments on a bi-weekly basis to determine progress.
- Teacher contracted classroom test.
- Weekly results of Plato lab participation
- Weekly classroom assessments in all reading classes.
- Ongoing interim district assessments.
- Oral reading Fluency (ORF-PROBE)
- District Site Vistation Program to monitor strategies and implemation of school procedures.
- Mock FCAT results

Summative evaluations are as follows:

2008 FCAT Results



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

#### **Miami-Dade County Public Schools**

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

### **Mathematics Statement**

Students in grades 6 through 12, students will improve their mathematic skills.

### **Needs Assessment**

Based on the 2007 FCAT results, instruction should be focused on all content strands of the mathematics FCAT.

45% of the student population has special education status.

Based on the Student Performance Indicators (SPI) our students in the following grades scored at respective performance levels:

Mathematics

- 6 grade Level I-97%, Level II-3%, Level III-0%, Level IV-0%
- 7 grade Level I-93%, Level II-3%, Level III-2%, Level IV-1%
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### **NCLB Subgroup Target**

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

### Measurable Objective

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Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the lowest 25% will make learning gains on the 2008 FCAT Test.

Given instruction based on the Sunshine State Standards, at least 50% of students in 11th and 12th grade retaking the FCAT Mathematics examination will meet the State requirement for graduation with a Developmental Scale Score of 1889 or higher.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students with FCAT mathematic scale score of 1889 or less and place those students in appropriate after school tutorial programs.	Principal, Mathematic CoachMath Instructor	8/20/2007	5/30/2008	Continuous Improvement Model	0
Provide professional development to all instructional personnel to infuse mathematic benchmarks throughout the curriculum.	Principal Mathematics CoachMath Teachers	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Increase hands-on activities using various learning strategies/cooperative group learning in grades 6-12.	Principal Mathematics Coach	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Utilize math journals to include building math vocabulary.	Principal, Mathematics CoachMathematic Teachers	8/20/2007	5/30/2008	Education Innovation	0
Provide professional development with continuous feedback.	PrincipalMathematics CoachMath Teachers Asst. Principal	8/20/2007	5/30/2007	Exchange Meaningful Information	0
Schedule students in the Plato Lab to build mathematic skills, using research-based technology.	PrincipalMathematics CoachMath Teachers Paraprofessional	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Conduct Test Talks with students to understand performance data and improve test results on the March 2008 FCAT.	PrincipalCounselorsMat h Coach	8/20/2007	5/30/2008	Continuous Improvement Model	0
Teach test taking strategies and model assessment questions after the FCAT test.	PrincipalMathematics CoachMath Teachers	8/20/2007	5/30/2008	Alternative Education	0
Administer of Mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2008 administration of the FCAT.	Principal, Mathematics CoachMath TeachersParaprofessional	9/21/2007	5/30/2008	Alternative Education	0
Assign students to teachers in which the most conducive testing environment and teacher/student relationships are provided to maximize student participation and performance on the March 2008 administration of the FCAT.	PrincipalTest Chair	8/20/2007	5/14/2008	Alternative Education	0
Utilize the Mathematics District Mathematics Pacing guide in all grade levels.	Principal, Mathematics CoachMathematics ChairAll Mathematics Teachers	8/20/07	5/30/08	Secondary School Reform	0
Provide after-school tutorial opportunities for students as well as pull-outs.	PrincipalMathematics CoachMathematics Chair	8/20/2007	5/30/08	Continuous Improvement Model	2500

## Research-Based Programs

Mathematics (Addison Wesley)  
Florida Preparing for FCAT Mathematics Grade 10 (Williams/Williams)  
Preparing for the FCAT (AGS)  
Algebra I (Holt)  
Algebra I Workbook (Holt)  
General Mathematics Textbook/Workbook (Heath)  
Algebra I (Southwestern)  
Algebra II (McDougal Littell)  
Geometry (McDougal Littell)

## Professional Development

- Test taking/FCAT strategies
- Developing work stations within the classroom.
- Communication with parents.
- Infusing hands-on activities/manulatives in the classroom.
- Provide professional development in the use of data to drive instruction.

## Evaluation

Formative evaluations are as follows:

- Bi-weekly mini-assessments of the benchmarks, following the Instructional Focus Calendar.
- District interim assessments.
- District Vistation Program to monitor strategies and implemation of school procedures.
- Mock FCAT tests

Summative evaluations are as follows:  
2007 FCAT Results

## 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 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"/>

### **Writing Statement**

Students at Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North will improve their writing skills.

### **Needs Assessment**

Combined results from the 2007 FCAT Writes assessment indicated that 48% of the 10th grade students tested below the 3.5.

60% of 10th grade students fall below the score of 3.0 on expository and persuasive writing.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 6-10 will improve their writing skills as evidenced by 1% increase in the percent of students achieving high standards on the 2008 Administration of FCAT Writing.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disseminate information to parents to encourage writing and reading in the home.	Principal, English Teachers	8/20/2007	5/30/2008	Parental Choice Options	0
Encourage students to write journals and maintain a portfolio of the best work.	Principal, All Teachers/Instructors	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Conduct Test Talks with students to better understand performance data and inform them of areas of weakness and strengths to improve test results on the March 2008 FCAT.	Principal, Counselors	8/20/2007	5/30/2008	Alternative Education	0
Administer Mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2008 administration of the FCAT.	Principal, Test Chair	8/20/2007	5/30/2008	Alternative Education	0
Assign students to teachers in which the most conducive testing environment and teacher/student relationship are to provide maximum student participation and performance on the March 2008 administration of the FCAT.	Principal, Test Chair	8/20/2007	5/30/2008	Alternative Education	0
Provide after-school tutorial opportunities for students as well as pull-outs.	Principal, Mathematics Coach, Mathematics Chair	12/7/07	5/30/08	Alternative Education	11000
Institute daily writing prompt activities for all students across the curriculum that will be monitored by teachers.	Principal, All Teachers, Test Chair	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	200

### Research-Based Programs

- The use of State adopted text Sourcebook will be used to enrich the learning with Journalism Matters
- Elements of Literature with Active reader Practice Book

### Professional Development

- All new teachers will be trained in Project CRISS.
- The District Language Arts training in writing across the curriculum.
- Workshop on the FI. Writes scoring rubric.

### Evaluation

Formative evaluations are as follows:

- Weekly assessments of students writing prompts (Using FCAT rubrics)
- Classroom assessments from students written work (Using FCAT rubrics)
- School-wide writing contest based on a given writing prompt (Using FCAT rubrics)
- District Vistation Program to monitor strategies and implementation of school procedures.

Summative evaluation is as follows:

2008 FCAT Results

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Science Statement**

Students at Young Men’s Academy for Academic and Civic Development Miami Douglas MacArthur Senior High North will master science skills.

### **Needs Assessment**

Based on results in the FCAT 2007 science content areas, a majority of the students scored at the lowest level indicating all content areas need attention.

Most students entered without having exposure to advanced science curriculum.

The Earth/Space percentage score for MacArthur North was 3% as compared to 5% and 6% by the District and State, respectively.

The scientific thinking percentage score for MacArthur North was 4% as compared to 6% and 7% for the District and State, respectively

The physical/chemical percentage score for MacArthur North was 4% as compared to 5% and 6% by the District and State, respectively.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade 11 will increase by 25% on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Science District Pacing guide in grades 6-11.	Principal, All Science Teachers, Department Chair	8/20/2007	5/30/08	Seamless PreK-12 Curriculum	0
Infuse reading strategies within the science content.	Principal, Reading Coach, Science Chair, Science Teachers, Paraprofessional	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Administer of Mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2007 administration of the FCAT.	Principal, Test Chair, Asst. Principal	8/20/2007	5/30/2008	Alternative Education	0
Provide after school tutorial opportunities for students as well as pull-outs.	Principal, Department Chair, Science Teacher	8/20/2007	5/30/08	Seamless PreK-12 Curriculum	25000
Assign students to teachers in which the most conducive testing environment and teacher/student relationship are to provide maximum student participation and performance on the March 2007 administration of the FCAT.	Principal, Test Chair	8/20/2007	5/1/2008	Alternative Education	0
Conduct Test Talks with students to understand performance data and improve test results on the March 2007 FCAT.	Principal, Counselors	8/20/2007	5/1/2008	Alternative Education	0

### Research-Based Programs

- Challenge The FCAT
  - Florida FCAT for 10th Grade Science
  - FCAT Science Dailies - Reading First Through Science
  - Integrated Science I
  - Earth Science: Geology The Environment and the Universe
  - Physical Science with Earth Science
  - Biology: The Dynamics of Life

### Professional Development

- Professional Development using hands on techniques
- Professional Development on utilizing disaggregated data to identify areas to assist students
- District Training of Intregrated Science to all 11th grade and new science teachers

### Evaluation



# School Improvement Plan 2007-2008



Formative evaluations are as follows:

- Utilization of classroom and mock science test to drive instruction
- District Site Vistation Program to monitor strategies and implementation of school procedures.
- Mock FCAT tests

Summative evaluations are as follows:

2008 FCAT Results



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

### **Parental Involvement Statement**

Young Men’s Academy for Academic and Civic Development Miami Douglas MacArthur Senior High North will continue improving parental contacts of all students as measured by school documents and Open House Attendance roster.

### **Needs Assessment**

Case management reports indicate that an increase in parent conferences is needed to be in-line with the number of suspensions.

School climate surveys indicated that parental participation is low with only 1 percent of the forms returned by parents.

Schools with active parental participation produce greater learning gains.

Current volunteer participation is zero.

Based on the Open House attendance rosters attendance has increased yearly.

### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5% in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Refer parents to the District Parent Academy.	Principal, Entire faculty and staff	8/20/2007	5/30/2008	Parental Choice Options	0
Reduce suspensions by increasing parental conferences.	Administration, Student Services	8/20/2007	5/30/2008	Truancy Prevention	0
Conduct an Open House with free transportation for parents.	Principal, Activities Director	8/20/2007	5/30/08	Parental Choice Options	0
Include home learning activities that will involve parental participation via signatored document.	All Instructors	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Distribute letters/connect-ed to parents bi-weekly to encourage school participation.	Principal, Activities Director, Assistant Principal	8/20/2007	5/30/2008	Parental Choice Options	1400

### Research-Based Programs

National PTA Standards for Parent and Family Involvement Program

### Professional Development

- Parent Conference training
- Grade Book training
- Classroom projects involving parental participation

### Evaluation

Formative evaluations are as follows:

- Compare the number of parental conferences from the 2006-2007 school years, with the 2007-2008 school years
- Compare the number of parents that attend the open house this year relative to the past year
- Compare the number of projects with parental involvement this year relative to the past year
- District Vistation Program to monitor stategies and implemation of school procedures.

Summative evaluation is as follows:

2008 FCAT Results

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Discipline & Safety Statement**

To enhance the safety of students and staff; increase the quality of the learning environment; to eliminate incidents of violence; drugs; vandalism, and truancy.

### **Needs Assessment**

- Climate survey indicates that 29% of students feel unsafe based on the 2006-2007 school year.
- Student case management forms relating to discipline and safety issues indicate the need for corrective actions.
- Attendance reports average below 60%, thus indicating a need for improved attendance based on the 2006-2007 school year.

### Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enforce building code enforcement regulations.	Principal, Asst. Principal	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Make necessary structural repairs.	Principal, Asst. Principal	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Initiate intense parental contact/training.	Principal, Counselor, Asst. Principal	8/20/2007	5/30/2008	Safe and High-quality Facilities	0
Develop alternative methods of correcting behavior prior to suspension.	Principal, Leadership Team, EESAC	8/20/2007	5/30/08	Safe and High-quality Facilities	0
Engage in more intensive group and individualized counseling.	Principal, School Psy., Entire Student Services Dept.	8/20/2007	5/30/2008	Safe and High-quality Facilities	0

### Research-Based Programs

### Professional Development

Behavioral Modification workshops  
 Classroom Management workshop  
 Learning Styles workshop  
 Melissa Institute  
 Professional Improvement Plan

### Evaluation

Formative evaluations are as follows:

- SCAM Report
- District Vistation Program to monitor strategies and implemation of school procedures.

Summative evaluation is as follows:

- SCAM Report

## 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 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"/>

### Technology Statement

Students will acquire technology readiness skills for independent living.

### Needs Assessment

-96% of Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North are level 1 and level 2 on the FCAT test

-Low participation in FCAT Explorer and related programs

-Less than three computers in each classroom

### Measurable Objective

Given an increase in student's use of Plato Lab, 100% of students at Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North will be involved in technology education as evidence by enrollment during the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Initiate technology to be used across the curriculum.	Principal, Math Chair, English Chair, Vocational Chair, Soc. Studies Chair, Alexander Pope, Science	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0
Increase student's access to the media center.	Principal, All Instructional Staff,	8/20/2007	5/30/2008	Alternative Education	0
Enroll students in business education classes as required for graduation and skill development.	Principal, Counselor	8/20/2007	5/30/2008	Alternative Education	0
Schedule giving them opportunities for remediation and technology skills development.	Principal, Test Chair, Paraprofessional	8/20/2007	5/30/2008	Alternative Education	0
Provide every classroom with access to computer technology and upgraded computer software.	Principal, Asst. Principal	8/20/2007	5/30/2008	Secondary School Reform	20000
Provide course recovery opportunities with Nova Net through business education technology classes.	Principal, Counselor, Teacher	09/17/07	5-30-08	Alternative Education	0

### Research-Based Programs

- FCAT Explorer
- Plato Lab
- Business Education state adopted text
- Century 21 Computer Applications and Keyboarding

### Professional Development

- Technology Education training scheduled through the year in conjunction with staff meetings and early release days

### Evaluation

Formative evaluations are as follows:

- Compare overall school technology capabilities in 2007 with 2008
- Comparison of FCAT Explorer usage in 2007 with 2008
- Comparison of student Plato lab participation in 2007 with 2008
- District Site Vistation Program to monitor strategies and implementation of school procedures.

Summative evaluations are as follows:

2008 FCAT Results

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Health & Physical Fitness Statement**

Youth Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North will provide 90% of students with health and physical fitness classes as mandated by the state.

### **Needs Assessment**

- Review of master schedule
- Observation of student food selections in cafeteria line and item consumptions indicate nutritional concerns.

### Measurable Objective

Given instruction based on the Sunshine State Standards, 25% of Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North students will be counseled in a health related area by the end of 2007-2008 school year as evidenced by the increase in student services scans.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Counselors will provide small group activities in drug abuse, and teenage parenting.	Principal, Counselors	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0
Encourage student enrollment in health and fitness classes.	Principal, Counselor Physical Ed. Teacher	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0

### Research-Based Programs

State adopted textbooks

### Professional Development

Community resources guide

Drug Prevention workshops

Crisis Intervention Training

Smoke Prevention activities

### Evaluation

Formative evaluation is as follows:

- Student case management form statistics as compared to the 2007 school years will increase
- District Site Vistation Program to monitor strategies and implementation of school procedures.

Summative evaluation is as follows:

2008 FCAT Results



## 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"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Electives & Special Areas Statement**

Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North endeavors to prepare our students for vocational careers and higher learning in a clean and beautified facility that fosters pride and motivation in an environment conducive to learning.

### ***Needs Assessment***

Climate survey indicates a need for improvement in the area of facility maintainance.

Data from exit interviews.

Data from the student performance indicators.

### Measurable Objective

Given the information that 34% of the senior class attending Young Men' Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North fail to meet the graduation requirement in 2007, vocational career awareness activities will be increased by 5% in the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Sponsor a career fair to expose students to various job opportunities.	Principal, Career Specialist, Counselor	1/8/2007	3/30/2008	Academic Enrichment Opportunities	0
Sponsor a college fair to expose students to various higher learning opportunities.	Principal, Career Specialist, Counselor	11/3/2007	3/30/2008	Academic Enrichment Opportunities	0
Provide students with a course recovery lab (Nova Net).	Principal, Business Ed. Teacher, Counselor	8/20/2007	5/30/08	Alternative Education	0
Establish a beautification committee comprized of stakeholders to maintain a aesthetically pleasing campus.	Principal, Head Custodian, Asst. Principal	8/20/2007	5/30/08	Improve Public Perception	2000

### Research-Based Programs

FCAT Assessment

### Professional Development

Test Data Analysis Workshop

Career Development workshops

Building Self-esteem strategy workshop

### Evaluation

Formative evaluations are as follows:

The student performance indicators.  
Climate Surveys

-District Site Vistation Program to monitor stategies and implemation of school procedures.

Summative evaluation is as follows:  
2008 FCAT results

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

### **Return On Investment Statement**

90% of students at Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North will improve their developmental scale score by 45%.

### **Needs Assessment**

- Over 80% of students receive free or reduced lunch
- All students are assigned by the district from neighborhood schools
- All students are bused into the school/no local transportation in the area
- Students enter and exit at various intervals throughout the year
- Expanded period in the Plato Lab is needed

### Measurable Objective

Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North Return On Investment (ROI) percentile ranking will increase by at least 1%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop staff professional development workshops as determine by FCAT data.	Principal, Asst. Principal, Test Chair	8/20/2007	5/30/2008	Secondary School Reform	0
Formulate individualize instruction for students.	All Instructional Staff	8/20/2007	5/30/2008	Continuous Improvement Model	0
Disseminate information to parents to encourage writing and reading in the home.	All Instructional Staff Sandra Perkins, Reading Coach	8/20/2007	5/30/2008	Parental Choice Options	0
Identify students using disaggregated data including those from all NCLB subgroups at/or below level three in writing and place those students in appropriate in-school and after-school tutorial programs.	Principal, Counselor, Asst. Principal, Media Specialist	8/20/2007	5/30/2008	Seamless PreK-12 Curriculum	0

### Research-Based Programs

Student Performance Indicators

Climate Survey

### Professional Development

Leadership workshops

Test Analization Workshops

Continuous Improvement Workshops

Grant Writing Workshops

Budget Training inservices

### Evaluation

Formative methods of evaluating

-EESAC Committee monitoring

-Site Visitations

-Quarterly Reports

-District Monthly Review

-Final Assessment

-District Site Vistation Program to monitor stategies and implemation of school procedures.

Summative evaluation is as follows:

-FCAT Test results of 2007-2008

## Graduation (High Schools Only) 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**

#### **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"/>

### **Graduation (High Schools Only) Statement**

Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North graduation rate will increase.

### **Needs Assessment**

The schools graduation rate is 67% in 2007.

The attendance rate which hovered around 60% is a negative factor relative to the graduation rate.

Approximately 60% of students are not at grade level.

### Measurable Objective

Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High North graduate rate will increase by at least 1% during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide individual and group counseling sessions as indicated by monthly calendar.	Principal, Counselors, Career Specialist, TRUST Specialist	8/20/2007	5/30/08	Continuous Improvement Model	0
Provide each student with a credit history advisement session.	Principal, Counselors	8/20/2007	5/30/08	Alternative Education	0
Utilize the work experience program to prevent student dropout.	Principal, Student Services	8/20/2007	5/30/08	Academic Enrichment Opportunities	0
Conduct individual test talk sessions in preparation for FCAT testing with all students.	Principal, Counselors	8/20/2007	5/30/08	Alternative Education	0

### Research-Based Programs

Credit Recovery

### Professional Development

Learning Style Workshops

Graduation Requirement Inservice

Career Development activities

College Fair

### Evaluation

Formative evaluations are as follows:

Monthly Case management report

Daily attendance rate.

District Site Vistation Program to monitor strategies and implementation of school procedures.

Summative evaluation is as follows:

2008 FCAT results

**EESAC Compliance**

YES	NO	
<input type="checkbox"/>	<input checked="" 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:**

There is a sub-committee within EESAC that oversees the budget; however the budget allocation is pending.

**Training:**

Introduction to EESAC policies and procedures  
Public Relations

**Instructional Materials:**

There is a sub-committee within EESAC that supervises and monitors the instructional materials. They also make recommendation toward funding when items are bought to the committee by staff members.

**Technology:**

The EESAC has a technology committee, however we have had limited funds to initiate changes in the school.

**Staffing:**

EESAC is composed of selective officials from a general stakeholder population of which faculty and staff are members. The EESAC committee plays an intricate part in the selection of staff, programs and activities to enhance the learning environment at our school.

**Student Support Services:**

EESAC committee reviews student services data to make recommendations for the improvement of service delivery to the student population. They also invite community agencies to make presentations and to partner with the school.

**Other Matters of Resource Allocation:**

EESAC provide several services to the school:  
Attendance improvement incentives  
Awards program (academics)  
Behavior improvement awards  
Field trips and special events  
Principals Book Club

**Benchmarking:**



# School Improvement Plan 2007-2008



The following goals have been set:

- A minimum of eight calendar meetings
- Encourage an increase in parental participation
- Encourage an increase in volunteer participation
- Expand private and community sector participation
- Promote academic growth among students.
- Provide incentives for staff and students to improve attendance

## **School Safety & Discipline:**

EESAC committee sponsors:

- School Discipline committee
- School Safety committee
- School Public Relations committee

The committee monitors student discipline reports and school incident reports.



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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	28900
Mathematics	2500
Writing	11200
Science	25000
Parental Involvement	1400
Discipline & Safety	0
Technology	20000
Health & Physical Fitness	0
Electives & Special Areas	2000
Return On Investment	0
Graduation (High Schools Only)	0
<b>Total</b>	<b>91000</b>



# 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*