

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Robert Morgan Educational Center (7371)

Feeder Pattern - Adult/Vocational Ed.

Regional Center VI

District 13 - Miami-Dade

Principal - GREG ZAWYER

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Robert Morgan Educational Center (RMEC), through its motto of "Setting Our Sails to Excellence," strives to offer the best educational experience for students by providing a rigorous college preparatory curriculum relevant to the world of work and business through the Career Education Academies. In order to accomplish this, the school must continually improve itself, relearn, reorganize, and remain flexible and agile. Aside from an excellent professional and experienced body of educators, Robert Morgan offers special features such as: dual enrollment college courses in addition to Advanced Placement and Honors high school courses; Florida Bright Futures Certificate Track; opportunities to achieve a high school diploma and a certificate/license in a career field; dual enrollment in Advanced Placement courses and Virtual School; opportunities for a mentorship in the Junior and Senior year; national award winning technology programs; college campus environment with state-of-the-art laboratory classrooms; high expectations for conduct and achievement; and outstanding business/industry contacts, affiliations, and partners. The OPI Snapshot from September 2006 shows the highest item response by staff at RMEC is "I know who my most important customers are," demonstrating the school is focused and values the education of its students above all else.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will demonstrate mastery reading levels as evidenced by 58 percent of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will demonstrate mastery reading levels as evidenced by 58 percent of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will demonstrate mastery reading levels as evidenced by 58 percent of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in Grades 9 and 10 will demonstrate mastery mathematics levels as evidenced by 82 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 10 will demonstrate mastery level writing skills as evidenced by 90 percent of students scoring a 3.5 or above on the 2008 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, 54 percent of the students in grade 11 will score at Level 3 or higher on the 2008 FCAT Science test.

Given the district initiative to establish Parent Resource Centers, Robert Morgan Educational Center will increase the number of parents utilizing the facility throughout the 2007-2008 school year. This will be documented by a 5 percent increase in the number of parents signing the visitors' log when compared to the 2006 - 2007 school year.

Given the district initiative to reduce suspension rates, Robert Morgan Educational Center will reduce its suspension rate by 10 percent as documented by comparing the 2007-2008 suspension rate to the 2006-2007 suspension rate.

Given an emphasis on the use of technology in education, students and staff members will augment their use of River Deep, FCAT Explorer, GIZMOS, Explore Learning, Accelerated Reader, Reading Plus, TeenBiz, Odyssey, Student Performance Indicators, Edusoft, Electronic Gradebook, and Examview Pro Test generator programs as evidenced by a ten percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given the physical education requirements, Robert Morgan will increase the percentage of students tested using FITNESSGRAM by 5 percent.

Given a school wide initiative to involve students in extra curricular programs, the number of intramural sports and clubs available to students in grade nine through twelve will increase by 10 percent to allow further opportunities for involvement in extra curricular activities as evidenced by the number of students participating in the 2007-2008 school year.

Given the District Core Value to achieve organizational performance, Robert Morgan Educational Center will achieve a ranking on the State of Florida ROI index publication of at least a 90 percentile ranking on the next publication of the index.

Given district and state high school graduation requirements, Robert Morgan Senior graduation rate will increase by at least 1 percent during the 2007-2008 school year as compared to the 2006-2007 school year.



School Improvement Plan

2007-2008



The Organization Snapshot survey shows RMEC's lowest feedback categories are Process Management (3.7) in 2005-2006 and (3.8) in 2006-2007. This is a positive trend. Strategic Planning was (3.5) in 2005-2006 and (3.4) in 2006-2007 demonstrating a negative trend. Leadership was the next lowest category with 3.8 on the 2006-2007 results. The lowest ranking Snapshot items were: (a) I know how well my organization is doing financially (2.8); (b) As it plans for the future, my work location asks for my ideas (3.0); and (c) My work location asks me what I think (3.1). As a result, the Administrative and Leadership Teams set goals to improve the Listening and Learning feedback processes.

Robert Morgan Educational Center must be flexible and responsive to changing performance expectations mandated by the district, state, and national regulatory bodies. Most of all, the school should listen to the voice of its customers, RMEC's students and parents. Decisions, objectives, goals, and processes must be continuously scrutinized for efficiency and the impact of adding educational value to the student customer.



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.

7371 - ROBERT MORGAN EDUCATIONAL CENTER

VISION

Robert Morgan Educational Center's sails are set on a voyage towards achieving quality academic instruction, implementation of community leadership and life long learning for all students.

MISSION

Robert Morgan Educational Center is committed to impart the knowledge and skills that will facilitate the acquisition of those qualities essential to successful global employment and a productive and prosperous life.

CORE VALUES

Robert Morgan Educational Center's Core Values are: Accountability, Citizenship, Flexibility, Integrity, Organizational and Personal Learning, Positive Atmosphere and Culture, Preparing Students, Professionalism, Pursuit of Excellence, Respect, and Valuing All Stakeholders

School Demographics

Facility/Community:

Robert Morgan Educational Center (RMEC) is comprised of two campuses. The South Campus was completed in 1978 at a cost of \$11,156.20. The North Campus opened for high school students in August of 2003 at a cost of \$38,000,000. The entire facility/plant is 625,000 square feet. The 32 acre parcel was allocated to the School Board by the Federal Government when it was part of the Richmond Naval Air Station. The college-style campus sits on native pines and Florida flora.

Student Demographics:

RMEC's overall student demographic population is composed of approximately 22 percent Black, 58 percent Hispanic, 18 percent White, and two percent other with a ratio of eighteen students for every teacher in the secondary programs. RMEC has 44 percent of its students on Free and Reduced Lunch status. The secondary school has 389 students in gifted classes, 1806 students in regular education classes, 41 ELL students and 204 SWD students.

Unique Aspects: STRENGTHS

RMEC provides a variety of experiences within the Academy curriculum that is challenging, relevant, and meets the needs of the student body by offering the choice of eight School-to-Career Academies, affording students the privilege of selecting to attend college, technical schools or enter the new millennium workforce. The main components and foundation of Robert Morgan's School-to-Career Programs are: I Choose, High Schools That Work, Tech Prep by which students receive a rigorous integrated academic curriculum relevant to the real world, and Work Based Learning where students obtain practical core experience in the workplace setting. These initiatives and their respective curriculum seamlessly connect the school to community. The academy concept allows for small learning communities within a large school environment.

Unique Aspects: AREAS OF CONCERN

Robert Morgan Educational Center is comprised of two campuses: high school and Postsecondary. Many of the Postsecondary teachers also teach high school students. It has been a challenge to blend the two faculties. There is a need to improve communication between the two campuses. In addition, more collaboration is needed between academy teachers and academic teachers.

RMEC also needs to improve parental involvement. The PTO has done an excellent job, but the percentage of parents and teachers needs to increase. The school also needs to bring more parents into the school as volunteers.

The school grade for RMEC dropped last year to a "C". The results of the Science FCAT and the fact that the bottom 25 percent in reading did not make adequate gains greatly impacted the schools score. This is a concern and the utilization of the Continuous Improvement Model will be implemented to improve student knowledge and test scores.

Teacher Demographics:

Human Resource data shows the school employs one principal, one vice principal, 3 assistant principals, one activities director, two lead teachers one CAP advisor, one career specialist, one trust counselor, five counselors, 128 full-time instructors, 6 part-time instructors, one IT, five paraprofessionals, eight security guards, one school policeperson, 10 clerical staff, and 20 cafeteria service employees. RMEC's overall faculty demographic population is composed of approximately 30 percent Black, 31 percent Hispanic, 37 percent White, and two percent Asian. The Robert Morgan Educational Center staff is highly trained and educated, has on average 12 years of experience in education, business, and industry. RMEC's staff holds six Doctorate degrees, 15 Specialist degrees, 45 Masters degrees, 62 Bachelors or Equivalent Ranks, 3 teachers new to the system, and 9 experienced teacher transfers. The attendance rate for the instructional staff is 97 percent. The average salary is \$45,739.

Class Size/Teacher to Student Ratio:

The average class size in the general education classroom is:

9th Grade – 32

10th Grade – 25

11th Grade – 20

12th Grade – 30

The average class size in SPED education classrooms is 7 to 1

The average class size in ELL education is 14 to 1



School Improvement Plan 2007-2008



Attendance Rate:

Robert Morgan Educational Center
2005-2006 – 93.54
2006-2007 – 94.02
Growth of .48 percentage points

Region VI

2005-2006 – 93.86
2006-2007 – 94.74
Growth of .88 percentage points

District

2005-2006 – 94.11
2006-2007 – 94.86
Growth of .75 percentage points

Promotion/Graduation/Retention Rates:

The graduation rate is 89 percent.

Feeder Pattern:

As a School of Choice we accept applicants from Region V and Region VI middle schools. Transportation to Robert Morgan is available from Westchester to Florida City.

Special Programs:

Robert Morgan Educational Center is a School of Choice and college preparatory comprehensive Career Academy High School along with a comprehensive Postsecondary Career Educational Training Center.

The eight academies are: (1) Engineering which offers the Engineering Technology and the Architectural Design programs; (2) Visual and Performing Arts, which offers Band (Music for Stage and Screen), Strings, Sound and Recording Engineering, Visual Arts, Drama, Chorus, and Dance; (3) Information Technology and Business Services, which offers International Business and Computer Electronics Technology; (4) Design Arts and Entertainment, which offers TV Production, Commercial Art Technology, and Graphic Animation; (5) Specialty Service Industries, which offers Cosmetology, Culinary Arts, and Early Childhood Education; (6) Academy of Hospitality Management and Tourism; (7) Technical Career Services which offers Automotive Youth Education System (AYES) and Major Appliance and Air Condition Technology ; and (8) Health Science which offers Physical Therapy, Sports Medicine, Dental Aide, Medical Assistant, Nursing and Veterinary Assisting. A student must have a 2.0 academic average, good conduct grades, good attendance, and meet the requirements of their perspective academy to be accepted as a student at Robert Morgan.

School Community Relations/Partners:

Robert Morgan Educational Center has continuously used the business community to support, enhance and augment the curriculum at the school. RMEC currently has 60 Dade Partners. In addition, many of the academies have boards comprised of industry experts. With the infusion of the local community partners and the members of the Dade Partners Program, the curriculum has been updated and refined. This tuning of the curriculum is an ongoing process changing and aligning with new technology. For example, high school students in cosmetology have adapted to the different hair coloring chemical treatments after hearing lectures, experimenting with new products, and observing the results of the new product on the market. Donations of local salons and manufacturers provide needed education supplies for curriculum support. The Academy of Hospitality and Tourism (AOHT) Board raises funds to support familiarization trips and activities for students throughout the year. The Miami-Dade Business Advisory Board has donated tools, manuals, and diesel engines to the Diesel Mechanics class so the students are exposed to real-time equipment. This business group has also implemented processes for smooth transition to the Miami-Dade diesel industry. Other academy strands at RMEC have benefited from the connection with the business community and its resources. Supplies have been given to the Performing Arts Academy for their performances and plays, a musical organ was donated to the child care program and tools have been provided to the Automotive Services classes from car dealerships. Community resources and involvement help develop, maintain, and enhance classes at RMEC.



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Grants:

RMEC received \$100,000 from the SAVES and Family Literacy Programs. Industry and Educational partnerships have made substantial contributions to the school. I CHOOSE awarded Robert Morgan a \$140,000 grant. The school's Honda Pact Program has received over \$5,000,000 worth of equipment, cars, special tools, and training materials from American Honda Corporation. The Maytag and Whirlpool Programs have also donated over \$3,000,000 in equipment, special tools and materials to the school's Major Appliance Repair Program.

School Foundation

Leadership:

Results are based on the Fall 2006 OPIS Survey.

The administration, faculty, and staff of Robert Morgan Educational Center (RMEC) believe that the school's leadership sets the direction of the school, creating a positive environment that is conducive to learning. The survey's overall score for this category was 3.8, indicating that a substantial majority of the employees strongly agree or agree with the seven items involved in this category. Item 1a in this survey scored higher than any other statement in the entire survey, indicating that the employees at Robert Morgan are confident that they know what the school is trying to accomplish. Our mission statement was developed by all stakeholders, including parents, students, and community members and reflects the beliefs of this learning community. Item 1g, scoring 3.2, had the lowest score in the category. Even though a majority of respondents felt that they had adequate opportunities for input into the school's decision-making process, there were a few staff members who felt that their organization did not ask them what they think.

District Strategic Planning Alignment:

This category had the lowest average score of the categories overall, scoring 3.5. There is a need for reflection and action to be taken to change the reality or the perception that the employees are not involved in the development of the school's goals and objectives. The lowest scoring of the three indicators involved the organization's request for individuals' ideas and input as it plans for the future. RMEC has had a representative style of leadership since it opened in 2003, in which the faculty and staff members discuss various topics at departmental meetings, and the results of those discussions are taken to the Curriculum Leadership Team for further discussion and action. The Curriculum Leadership Team is composed of administrators, department chairs, academy leaders, lead teachers, the Activities Director, and the Technology Coordinator. This group is responsible for many of the strategic planning decisions of the school, which are then taken before the EESAC for final discussion prior to acceptance or revision. In this form of leadership, all stakeholders have an opportunity for a voice in the decision-making process. Individuals are always free to visit with members of the administration to voice their opinions or provide additional information. Administrators' doors are always open.

Stakeholder Engagement:

The five questions regarding customer and market focus make up this section of the survey and yield the highest overall score. The high score (4.5) on question 3a indicates that the faculty and staff understand that the students and parents are their most important customers. The lowest score (3.8) in this focus area resulted from the question regarding how frequently the faculty and staff are allowed to make decisions to solve problems for their customers.

Faculty & Staff:

As with all other categories, the overall response by employees at RMEC was positive (3.8), indicating that a majority either strongly agree or agree with the statements on the survey, all of which were stated in positive terms. They feel that the workplace is safe, and that they are free to make changes to improve their job performance, and that they work cooperatively with their colleagues, functioning as a team. The lowest score concerned the perception that they were not sufficiently recognized for the job that they were doing. This score was in the positive range with a 3.5.

Data/Information/Knowledge Management:

For several years, data-driven decision making has been employed at RMEC. It is apparent that faculty and staff at our school are comfortable using various forms of data and information, since this focus received an overall 4.0 out of 5. Employees feel that they are getting the information necessary to do their work. They also feel they are quite capable of determining the quality of their work and reviewing it in order to determine necessary changes. The lowest score concerned the perception that they were not getting all the information they needed to know about how their work location was doing. This score was in the positive range with a 3.5.

Education Design:



School Improvement Plan

2007-2008



Both Process Management and Business Results received scores of 3.8 out of 5. Employees feel that the staff acts ethically and maintains high standards, and that their work meets requirements for high quality and excellence. They also report a high degree of job satisfaction. They feel that they get all of the resource necessary to do their jobs, but they are unsure about their organization's financial health (2.9). This was the lowest indicator on the survey.

Performance Results:

Eighty-nine percent of the faculty and staff completed the Fall 2006 OPIS survey, an increase of 2 percent over the 87 percent that responded to the 2005 survey. Seventy-three percent of the faculty and staff responded positively, answering the questions with a response of 4.0 or above. On the 2005 Fall OPIS Survey, 71 percent responded positively.

Schools Graded 'C' or Below

Professional Development:

Creating Independence Through Student Owned Strategies (CRISS) Training
Differentiated Instruction Training
Language! Training
Faculty Meeting Reading Strategy Focus Training
Florida Council of Teachers of Mathematics Conference
Language Arts Best Practices
Gizmos
Power Writing
Web Max
Science Focus Lessons
SPI Training

Disaggregated Data :

Each Language Arts, Reading, Science, and Math Teacher in grades 9-11 have data binders with their students FCAT Data. They are using the Data Binders coupled with the Pre-Tests to plan their instructional focus. Additionally, Department meetings will be used as means of looking at Best Practices as they pertain to the data on the tri-weekly assessments.

Informal and Formal Assessments:

INFORMAL ASSESSMENTS:

Student participation
Discussion Probing
Cooperative Groups
Research Presentations
Research
Teacher Made Tests

FORMAL ASSESSMENTS:

Tri-weekly assessments
Interim Assessments
Pre-Tests
Post-Tests

Alternative Instructional Delivery Methods :

Differentiated Instruction
Project-Based Learning
Role-Play
Guest Speakers
Field Trips

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



School Improvement Plan 2007-2008



Different Innovative Approaches to Instruction- This principle of Secondary School Redesign is addressed in both our reading and mathematics objectives.

Responsibility of Teaching Reading for Every Teacher- Every teacher at Robert Morgan Educational Center is responsible for teaching reading skills in their classroom. Time is allotted for reading during the homeroom period. Student reading is monitored through the Accelerated Reader program.

Quality Professional Development for Teachers and Leaders- A needs assessment is conducted at the beginning of the year to determine areas of need for professional development. Time is allotted on Early Release days for Professional Development activities.

Small Learning Communities (SLC's)- RMEC utilizes the interdisciplinary team approach. All students at RMEC are in career academy strands. The academy (SLC) approach allows students to feel connected to a small community within a large high school setting.

Intensive Intervention in Reading and Mathematics- Students are scheduled into remedial classes in Reading based on their FCAT scores. Additionally, after school and Saturday tutorial sessions are available to remediate students in mathematics.

Course Choice based on student goals/interests/talents- Robert Morgan Educational Center is a School of Choice. Students apply to Robert Morgan by choosing an area of study (academy strand). The elective areas also offer students a wide variety of choices in addition to their academy elective. Additionally, students are tracked into higher level courses based on their academic performances in the content areas.

Master Schedules Based on Student Needs- The master schedule is created with the individual needs of our student population and the academy concept. Each student is required to take an annual academy elective. However, students are able to choose additional electives.

Parental Access and Support- Through Connect-Ed, the Parent Gradeveiw, e-mail tree and quarterly parent conference days parents are kept abreast of their child's education.

Applied and Integrated Courses- At RMEC, all course work is centered around the eight career academy themes. The eight academies are: (1) Engineering which offers the Engineering Technology and the Architectural Design programs; (2) Visual and Performing Arts, which offers Band (Music for Stage and Screen), Strings, Sound and Recording Engineering, Visual Arts, Drama, Chorus, and Dance; (3) Information Technology and Business Services, which offers International Business and Computer Electronics Technology; (4) Design Arts and Entertainment, which offers TV Production, Commercial Art Technology, and Graphic Animation; (5) Specialty Service Industries, which offers Cosmetology, Culinary Arts, and Early Childhood Education; (6) Academy of Hospitality Management and Tourism; (7) Technical Career Services which offers Automotive Youth Education System (AYES) and Major Appliance and Air Condition Technology ; and (8) Health Science which offers Physical Therapy, Sports Medicine, Dental Aide, Medical Assistant, Nursing and Veterinary Assisting. Teachers work collaboratively to successfully integrate the core academic and career technical curriculum. Interdisciplinary units provide real-world experiences in the context of assignments aligned with career objectives and opportunities.

Academic and Career Planning- The Career Specialist is actively involved in linking the business community with career academies. The Career Specialist, CAP Advisor, Student Services staff, and Academy Leaders assist with a 9th grade fundamental course infused into the first year academy class which focuses on resume writing and building working portfolios.

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

All students at Robert Morgan Educational Center will be able to read on or above grade level. All students will be literate members of society.

Needs Assessment

Based on the disaggregated 2007 FCAT Reading Test Administration, 51 percent of all students are achieving high standards in reading. Specifically, 52 percent of students in grade nine and 45 percent of students in grade ten achieved high standards in reading. Additionally, 53 percent of all students showed learning gains. Benchmarking of cluster data, grade level and strand data indicate all students in grades nine and ten performed on par or above the district and the state average in all four content cluster areas demonstrating a need to continue and exceed our instructional strategies with regard to words and phrases, main ideas, comparisons, reference and research. Focused, organized curriculum implementation is essential in the areas of Reading and Language Arts. As it pertains to NCLB Subgroups: Black and Economically Disadvantaged, RMEC failed to meet AYP. Specifically, only 40 percent of the Economically Disadvantaged subgroup achieved high standards.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will demonstrate mastery reading levels as evidenced by 58 percent of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will demonstrate mastery reading levels as evidenced by 58 percent of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades nine and ten will demonstrate mastery reading levels as evidenced by 58 percent of the students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a data management team as part of the Continuous Improvement Model of Plan, Do, Study, Act so student data on diagnostic, formative and summative assessments is consistently analyzed. This team will consist of members of the curriculum leadership team.	Administrative Team, Reading and Language Arts Teachers	8/20/2007	5/1/2008	Continuous Improvement Model	0
Implement FCAT Chats where reading and English teachers meet with all students allowing for students to better understand personal scores and set goals to reach the proficiency reading level as identified by the State.	Administrative Team, Language Arts and Reading Teachers	8/20/2007	5/1/2008	Continuous Improvement Model	0
Review, reflect, and revise Language Arts Department plan as needed to address the needs of all student levels and the subgroup Students with Disabilities.	Administrative Team, Language Arts Teachers, ESOL and SPED teachers	8/20/2007	5/1/2008	Inclusion of SWD	0
Utilize data binders for individual reading teachers increasing the accessibility of individualized student data. Information from the teachers' data binders will be disaggregated to identify subgroups, used to discuss cluster data following biweekly tests, allow for adjustment in instruction, and improve instructional decision making.	Administrative Team, Reading and Language Arts Teachers	8/20/2007	5/14/2008	Continuous Improvement Model	10000
Increase fluency, stamina, and comprehension school wide with "TV Read-In." Student performance will be monitored to determine the impact reading subtitles has on fluency, stamina, and comprehension.	Administrative Team and Language Arts Teachers	9/18/2006	5/1/2007	Other/ Not Applicable	0
Implement Saturday and after-school reading tutoring for all Level 1 and Level 2 students.	Administrative Team	8/20/2007	5/1/2008	District-wide Literacy Plan	5000
Implement diagnostic testing (GATES, San Diego, and MAZE) for all students.	Administrative Team and Reading Teachers	8/20/2007	5/8/2008	District-wide Literacy Plan	100
Implement a focused Reading Week prior to FCAT in order to help the students become emotionally and mentally prepared for the exam.	Administrative Team and Teachers	8/20/2007	5/1/2008	Other/ Not Applicable	0
Empower all levels of students through language arts classes to devise a personal prescriptive plan by analyzing and understanding their own SPI data provided by District. Students will be able to recognize the gap between achievement levels and their own scores so that they will commit to undertake remediation if necessary.	Administrative Team, Language Arts and Reading Teachers	8/20/2007	3/21/2008	Continuous Improvement Model	0
Provide differentiated instruction within Reading, Language Arts, ESOL, and ESE classes using CRISS strategies, Reciprocal teaching, focusing on specific student needs	Administrative Team, Reading, Language Arts, ESOL, and SPED Teachers	8/20/07	5/1/08	District-wide Literacy Plan	0
Identify Level 1 students in grades 9 and 10 and place in Intensive Reading classes	Administrative Team and Reading Coach	8/20/07	5/1/08	Continuous Improvement Model	0

Identify 11th and 12th grade students who have not passed the FCA T and provide in-class and after-school remediation for the October and March tests. Develop and implement a curricular pacing calendar for FCAT Saturday School to begin in September and continuing to scheduled test dates. Develop a data management team as part of the continuous improvement model of Plan, Do, Study, Act so student data on diagnostic, formative and summative assessments are consistently analyzed. This team will consist of members of the Curriculum Leadership Team.	Administrative Team, Reading Coach and Reading Teachers	8/20/07	5/1/08	Continuous Improvement Model	0
Implement a Reading Strategy Focus in Faculty Meeting to aid Content Area Teachers.	Administrative Team and Curriculum Leadership Team	9/4/07	5/7/07	Continuous Improvement Model	2000
Analyze data for the black student subgroup and provide tutoring services to address individual needs.	Administration	8/20/07	5/1/08	Continuous Improvement Model	2000
Analyze data for the economically disadvantaged student subgroup and provide tutoring services to address individual needs.	Administration	08/20/07	05/1/08	Continuous Improvement Model	2000

Research-Based Programs

Research-based reading programs focus on student outcomes. Characteristics of these programs include standards-based instruction, learner-centered tasks, integrated curricula and differentiated instruction.

The Research-based programs Robert Morgan Educational Center uses are:

- Great Source Reading and Writing
- The Language Arts Texts by Prentice Hall
- Jamestown Reader
- Impact
- Reading Plus
- Language!

Professional Development

Professional development will be provided in Creating Independence Through Student Owned Strategies (CRISS) training; Collaborative Planning and Critical Friends meetings; Differentiated Instruction training; Language!; Diagnostic testing (GATES, San Diego, and MAZE); Plan, Do, Study, Act training for FCAT Chats strategies, and Reading Week strategies.

Evaluation

The Summative Evaluation will be the 2008 FCAT Reading Test results. Formative Assessments will be implemented through progress monitoring which will include the following:

- (1) test all students in Reading classes at the beginning, middle and end of the year with Diagnostic tests (GATES, San Diego, and MAZE);
- (2) analyze Quarterly benchmark test results focusing on student enrichment and tutorials;
- (3) administer Mock FCAT Reading Tests for the Midterm and Final Tests in the Reading and Language Arts Classes; and
- (4) utilizing a pre and post test, evaluating students who are participating in school-wide tutorials.

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

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 at Robert Morgan Educational Center will score at or above grade level on the 2008 Mathematics Administration of the FCAT. All students at Robert Morgan will be able to function on or above grade level in mathematics.

Needs Assessment

Based on disaggregated data from the 2007 FCAT Mathematics assessment, 74 percent of students scored at Level 3 or above in mathematics. Grade level and strand data indicate ninth grade students performed at or above the district and state averages in all five strands. Grade 9 students exceeded the district and state averages in the areas of Geometry, Algebraic Thinking, and Data Analysis and Probability. Grade 9 students met the district and state averages of 50 percent proficiency in the area of Number Sense, and met the state average of 57 percent proficiency in Measurement.

Students in Grade 10 performed at or above the state averages in each strand. Grade 10 students exceeded the district and state averages in Number Sense, Algebraic Thinking, and Data Analysis and Probability with 55 percent proficiency, and 45 percent proficiency respectively. Grade 10 students exceeded the district averages in Geometry with 36 percent proficiency.

The mean points were lowest in Measurement and Geometry for students in grade ten. Proficiency levels were 40 percent and 36 percent respectively. Grade nine lowest mean points was in Number Sense with 50 percent proficiency. The second lowest points were in Geometry for students in Grade 9 with 55 percent proficiency and Data Analysis for students in Grade 10 with 45 percent proficiency.

Students identified in the NCLB subgroups demonstrate gaps in achievement levels. All subgroups met criteria in mathematics. The NCLB subgroups' scoring at or above level 3 on the 2007 FCAT Mathematics test are as follows: White 76 percent, Black 70 percent, Hispanic 75 percent, Economically Disadvantaged 74 percent. As the data prescribes, RMEC must assist students in all targeted subgroups to achieve proficiency level.

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 checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in Grades 9 and 10 will demonstrate mastery mathematics levels as evidenced by 82 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement CRISS strategies such as learning logs, K-W-L, Venn Diagrams, Reciprocal Teaching, Two-Column notes, Pattern Puzzles, and one-sentence summaries.	Administrative Team and Mathematics Teachers	8/20/2007	5/1/2008	District-wide Literacy Plan	0
Implement M-DCPS Plan Do Check Act (PDCA) Continuous Improvement Model and involve teachers in the data-driven decision making model. Teacher and student performance data will be disaggregated for the purpose of analysis and instructional adjustments in the classroom.	Administrative Team and Mathematics Teachers	8/20/2007	5/1/2008	Continuous Improvement Model	0
Develop and implement curriculum maps and instructional focus calendars in correlation with the District Competency-Based Curriculum, Sunshine State Standards in Mathematics and FCAT Benchmarks, emphasizing all five strands.	Administrative Team and Mathematics Teachers	8/20/07	5/1/2008	Seamless PreK-12 Curriculum	0
Implement an after-school tutorial program for Level 1 and Level 2 students. By using SPI to obtain FCAT scores, students will be tutored according to their area of need.	Administrative Team and Mathematics Teachers	8/20/2007	5/8/2008	District-wide Literacy Plan	5000
Provide parents with information to enhance student achievement in Mathematics through quarterly curriculum fairs, advisory council meetings, and online access to students' grades and attendance. Provide students with contextual teaching and performance-based activities, incorporating the use of manipulative, technology and strategies to enhance problem solving and critical thinking skills. Implement FCAT After school tutorial program for low-performing students, by using SPI to obtain FCAT scores, students will be tutored according to their area of need. Administer District-required interim assessment aligned to the Sunshine State Standards tested benchmark	Administrative Team, Mathematics Chair and Mathematics Teachers	8/20/07	5/1/08	Continuous Improvement Model	0
Administer District-required Interim Assessment aligned to the Sunshine State Standards tested benchmarks	Administrative Team and Mathematics Teachers	8/20/07	5/1/08	Continuous Improvement Model	0

Research-Based Programs

RMEC uses the following research-based programs:
 McDougal-Littell for Algebra I and Algebra 1 Concept and Skills
 McDougal-Littell for Geometry and Geometry Concept and Skills
 McDougal-Littell for Algebra II
 Prentice Hall for Algebra I
 Prentice Hall for Geometry
 Prentice Hall for Algebra II
 Prentice Hall for Algebra & Amp; Trigonometry
 Larsen for Precalculus with Limits
 Larsen for Calculus
 W.H. Freeman for Practice of Statistics

Professional Development

Aligned Professional Development will encompass: attending the annual state conference of Florida Council of Teachers of Mathematics; Creating Independence through Student Owned Strategies (CRISS) training; implementing Plan, Do, Study, Act process improvement model; using FCAT Explorer and Riverdeep usage; developing meetings for curriculum maps, manipulatives, SPI, and Inclusion; increasing Academy team building activities and teaching contextually; and professional development centered on REACT (Relating, Experiencing, Applying, Cooperating, Transferring) strategies.



School Improvement Plan 2007-2008



Evaluation

The summative evaluation will be the mathematics test results of the 2007 FCAT administration. The formative evaluations will be the district and teacher produced pretests, posttests, and assessment by progress monitoring tools. Tutoring will be evaluated by a pretest and posttest.

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

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

Writing Statement

All students at Robert Morgan Educational Center will be able to incorporate the following elements in their writing focus, organization, support, and conventions. All students at Robert Morgan will be able to communicate effectively through writing.

Needs Assessment

An analysis of the 2007 FCAT Writing+ Test results reveal 79 percent of all students in grade ten met the proficient level of 3.5. Additionally, 4 percent of all students improved their writing performance by 1 percent. This is a decrease from 2006 FCA T Administration where 15 percent of all students had improved their writing scores by 1 percent. Further in-house data analysis of the 2006 FCAT Writing+ reveals a need to provide additional assistance in writing to students within the subgroup of Students with Disabilities. Moreover, the results show that students remained on par in their expository average from a 4.0 in 2006 to a 4.0 in 2007, the persuasive average remained on par from a 4.0 in 2006 to a 4.0 in 2007. Further analysis shows the multiple-choice category of support was the weakest area with students averaging only 5 correct out of 9 possible points. Overall the compilation of data reveals Robert Morgan made adequate progress but has many opportunities for improvement.

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 grade 10 will demonstrate mastery level writing skills as evidenced by 90 percent of students scoring a 3.5 or above on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer school-wide timed FCAT Writes Pre-test of expository, persuasive, and SAT/AP Prompts. The results of the pretest will be used to drive class instruction.	Administrative Team and Language Arts Teachers	8/20/2007	5/8/2008	Continuous Improvement Model	2000
Develop and implement a plan to improve the writing skills of Students With Disabilities through collaboration among SPED Language Arts classes.	Administrative Team and Language Arts Teachers	8/20/2007	5/8/2008	Inclusion of SWD	0
Implement writing in all content areas with a minimum of two written assignments per quarter and grammar review in the Language Arts classes.	Administrative Team and Language Arts Teachers	8/20/2007	5/8/2008	Seamless PreK-12 Curriculum	0
Provide multiple opportunities for students to practice writing based upon the state six-point rubric or the SAT/AP rubric. Pattern class assessments after the FCAT, SAT, and/or the AP Exams.	Administrative Team and Language Arts Teachers	8/20/2007	5/8/2008	Seamless PreK-12 Curriculum	0
Develop dialogues and discussions with 9th and 10th grade students about their previous writing performance, assisting the students to understand their personal scores and set goals to reach a proficient or improved writing level.	Administrative Team and Language Arts Teachers	8/20/2007	5/8/2008	Continuous Improvement Model	0
Provide tutoring on Saturdays and after-school for all Level 1 and Level 2 students. Focus will be to assist Students With Disabilities and the weakest area, the multiple choice category of conventions	Administrative Team and Language Arts Teachers	8/20/2007	5/8/2008	Continuous Improvement Model	5000

Research-Based Programs

The Research-based programs RMEC uses are: FCAT Reading and Writing by Great Source and the Prentice Hall Text.

Professional Development

All RMEC instructors will be trained in Creating Independence Through Student Owned Strategies (CRISS). Additionally, professional development will be provided for the Language Arts Teachers in Differentiated Instruction, Standards in Writing, Pre-AP strategies, SAT/AP rubric, and the Plan Do Study Act process improvement model.

Evaluation

The summative evaluation will be the 2008 FCAT Writes+ Test results. Formative evaluations will be interim writing assessments administered through all content-area classes. Tutoring will be evaluated by a pre-test and a post-test.

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

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

Science Statement

All students at Robert Morgan Educational Center will be proficient in Science.

Needs Assessment

Based on the 2007 FCAT Science performance results data, 71 percent of the 11th grade students scored below proficiency in science. Physical/Chemical scores were 38 percent, a decrease of 8 percent. Earth/Space scores were 50 percent, an increase of 5 percent. Life/Environmental scores were 50 percent, a decrease of 3 percent. The scores of Scientific Thinking were 50 percent, a decrease of 8 percent. When compared to the state mean points by content, it is evident the Robert Morgan Educational Center students need to improve student achievement and maintain or improve the number of students scoring at Level 3 or higher.



School Improvement Plan 2007-2008



Measurable Objective

Given instruction based on the Sunshine State Standards, 54 percent of the students in grade 11 will score at Level 3 or higher on the 2008 FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor students' progress through lesson plans and tri-weekly benchmark assessments.	Administrative Team and Science Teachers	8/20/2007	5/8/2008	Continuous Improvement Model	1000
Provide opportunities for all students enrolled in core science courses to complete a minimum of 10 hours of science laboratory activities per quarter.	Administrative Team and Science Teachers	9/18/2006	5/8/2007	Diversity & Educational Equity	0
Expose students to career opportunities in the areas of mathematics, science and engineering through the Science Fair, SECME, National Engineering Design Challenge, and the Fairchild Challenge.	Administrative Team and Science Teachers	8/20/2007	5/8/2008	Education Innovation	500
Provide tutorial programs after school, targeting 11th grade and addressing the content cluster strands.	Administrative Team and Science Teachers	8/20/2007	5/8/2008	District-wide Literacy Plan	5000
Implement weekly laboratories including hands-on activities with inquiry-based activities to reinforce FCAT strategies. Utilize computers and projectors to present focus lessons that will reinforce the FCAT science strands.	Administrative Team and Science Teachers	8/20/2007	5/8/2008	Seamless PreK-12 Curriculum	2000
Utilize reciprocal teaching techniques, such as CRISS strategies and power writing, to increase student comprehension of written material impacting scientific thinking.	Administrative Team and Science Teachers	8/20/2007	5/8/2008	District-wide Literacy Plan	0
Implement classroom activities and project based learning including: laboratories, cooperative learning, Riverdeep, and Gizmos: Explore Learning.	Administrative Team and Science Teachers	8/20/2007	5/8/2008	Education Innovation	0
Increase parental involvement by providing access to information via the school-based website listing science instructors and contacts, Science Competency-Based Curriculum, Sunshine State Standards, Curriculum Guides, Scope and Sequence, tutoring schedule, and links to FCAT websites to assist their children in achieving a Level 3 or higher.	Administrative Team and Science Teachers	8/20/2007	5/8/2008	Exchange Meaningful Information	0
Instruct all students utilizing a multi-disciplinary approach incorporating Science, Mathematics and Technology into other academic disciplines.	Administrative Team and Curriculum Leadership Team	8/20/07	5/1/08	Seamless PreK-12 Curriculum	0
Recruit students in the subgroup categories into Advanced Placement and Honors science classes	Administrative Team, Science Teachers and Science Chair	8/20/07	5/1/08	Advanced Academics	0
Implement the use of the updated Scope and Sequence and Curriculum Mapping	Administrative Team, Science Chair and Science Meetings	8/20/07	5/1/08	Seamless PreK-12 Curriculum	0
Implement Focus lessons by all teachers in Earth/Space Science, Biology, Physical Science, and Chemistry classes incorporating the CIM instructor's lesson plans	Administrative Team and Science Teachers	8/20/07	5/1/08	Continuous Improvement Model	1000
Incorporate critical thinking strategies and utilize project based software to: provide students with an inquiry based scientific approach, employ the scientific method, and to increase science process skills.	Administrative Team and Science Teachers	8/20/07	5/1/08	Education Innovation	0
Develop, design, and implement an instructional focus calendar emphasizing skills in Earth /Space Science, Life/Environmental Science, Physical/Chemical Sciences, and Scientific Thinking. Teachers will be provided with an instructional focus lesson to be used during Sustained Silent Reading	Administrative Team, Science Chair and Science Teachers	8/20/07	9/1/08	Seamless PreK-12 Curriculum	0
Develop and implement a curricular pacing calendar for after school FCAT Tutoring to begin on September 4, 2007 and continuing until scheduled test dates	Administrative Team and Science Department	8/20/07	5/1/08	Seamless PreK-12 Curriculum	0

Research-Based Programs



School Improvement Plan

2007-2008



The research based programs utilized at RMEC are as follows:
Glencoe for Earth Science, Geology, the Environment and the Universe
Holt, Reinhart & Winston for Florida Earth Science
Prentice Hall for Biology, Florida Edition.
The Chemistry research-based programs are:
Glencoe for Matter and Change
Holt, Reinhart & Winston for Modern Chemistry
Gizmos for Explore Learning, computer based simulations.

Professional Development

Professional development will be provided for the instructional staff in the following: Gizmos, Power Point, Curriculum Mapping, Vertical Teaming, CRISS training, Power Writing, CIM model, Web Max (Audio Visual Film and Video Center), Riverdeep, SECME, and Science Focus Lessons.

Evaluation

Summative evaluations will be based on the student scores on the 2008 FCAT Science administration. Formative weekly benchmark assessments will be administered by teachers to monitor progress. Tutorial pretest and posttests will be given along with semester exams in each of the core Science courses.

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 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"/>

Parental Involvement Statement

Robert Morgan Educational Center will provide increased opportunities for parents to be involved in their child's education. Robert Morgan will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

RMEC has a new parent resource center, it is necessary to communicate and encourage parents to use the available resources. Robert Morgan has put in place an automated parent calling system to facilitate communication between the school and parents. RMEC needs to improve both direct and indirect methods of communication with parents and the community. RMEC needs to promote and increase parental involvement. RMEC must provide assistance in the application process necessary to become a school volunteer.

Measurable Objective

Given the district initiative to establish Parent Resource Centers, Robert Morgan Educational Center will increase the number of parents utilizing the facility throughout the 2007-2008 school year. This will be documented by a 5 percent increase in the number of parents signing the visitors' log when compared to the 2006 - 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Inform and provide training to parents on accessing their child's grades on the MDCPS's web page.	Administration	8/20/2007	5/1/2008	Exchange Meaningful Information	0
Send every parent a volunteer form to fill out in preparation for volunteering at the school.	Administration, Academy Leaders, and Leadership team	8/20/2007	5/1/2008	Exchange Meaningful Information	200
Advertise the Parent Resource Center in three languages.	Administration, Lead Teachers	8/20/2007	5/1/2008	Exchange Meaningful Information	200
Communicate the meeting dates and times for the Parent Teacher Organization meetings. Recruit PTO members.	PTO President, PTO Officers, and Administration	8/20/07	5/8/2008	Exchange Meaningful Information	200
Continue the use of the automated parent calling system in three languages.	Administration	8/20/2007	5/1/2008	Exchange Meaningful Information	200

Research-Based Programs

RMEC research-based programs correlated to increasing parental involvement and based on National Standards for Parent/Family Involvement are: increasing the use of the online student report card, increasing the number of school volunteers, increasing the number of Parent Booster Clubs, and increasing the number of Parent Teacher Organization (PTO) members.

Professional Development

One key Professional Development linked to the success of this objective is training staff in customer service skills in order to better serve and encourage parents to feel welcomed and to participate in their student's school activities. Communicating the school improvement process to parents, communicating EESAC meeting dates, training on understanding the school grade, and training on how to access their student's grades online are parental training opportunities and finally communicating the need for parents to encourage their students to read by limiting the use of the television.

Evaluation

The success of this objective will be assessed by showing at least a 5% percent increase as evidenced by the parent sign-in log.

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"/>

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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

Robert Morgan Educational Center will provide a safe and orderly environment for all students. Robert Morgan will promote programs and practices facilitating a safe and disciplined environment for students.

Needs Assessment

The Florida School Indicators Report shows a positive trend for Robert Morgan Educational Center which had 17 percent decrease in all school suspensions (in-door and out-door) for the 2006-2007 school year. The number of suspensions was reduced from 341 in 2005-2006 to 284 in 2006-2007.

Measurable Objective

Given the district initiative to reduce suspension rates, Robert Morgan Educational Center will reduce its suspension rate by 10 percent as documented by comparing the 2007-2008 suspension rate to the 2006-2007 suspension rate.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Counsel students with Code 1 and Code 2 conduct violations.	Administration and Counselors	8/20/2007	5/1/2008	Safe and High-quality Facilities	0
Counsel students with repeat violations.	Administration and Counselors	8/20/2007	5/1/2008	Safe and High-quality Facilities	0
Meet with parents of students having repeat student code of conduct violations.	Administration and Counselors	8/20/2007	5/1/2008	Exchange Meaningful Information	0
Communicate the resources and the support being offered by the classroom management committee.	Administration and the Classroom Management Committee	8/20/2007	5/8/2008	Exchange Meaningful Information	100
Communicate classroom management resources from High Schools That Work and National Academy Standards.	Administration and Leadership Team	8/20/2007	5/8/2008	Diversity & Educational Equity	0
Continue to provide a safe and high quality facility in order to achieve success with staff and students.	Administrators, Custodians, Security Monitors, School Police, Cafeteria Workers, and Teachers	8/20/07	6/5/08	Safe and High-quality Facilities	0

Research-Based Programs

RMEC's research-based programs are High Schools That Work Key Practice of creating a culture of continuous improvement and National Academy Standards.

Professional Development

Professional Development will be to form a committee of staff members to serve as a teacher resource for training and information on student due process and provide classroom management from the practices of High Schools That Work and National Academy Standards.

Evaluation

The decrease in the number of suspensions will be evaluated by the suspension rate generated by the Florida School Indicators Report and the M-DCPS School Police Automated Reporting System (SPARS 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 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"/>

Technology Statement

Robert Morgan Educational Center will integrate technology in all curricular areas. Robert Morgan will promote equitable and universal access to technology.

Needs Assessment

Robert Morgan Educational Center needs to provide teacher training on technology geared towards curriculum and instruction, particularly on data assessment and how to segregate data in order to provide differentiated instruction.

Measurable Objective

Given an emphasis on the use of technology in education, students and staff members will augment their use of River Deep, FCAT Explorer, GIZMOS, Explore Learning, Accelerated Reader, Reading Plus, TeenBiz, Odyssey, Student Performance Indicators, Edusoft, Electronic Gradebook, and Examview Pro Test generator programs as evidenced by a ten percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Open a computer lab after school two days a week.	Administration	8/20/2007	5/1/2008	Diversity & Educational Equity	5000
Increase the number of computers in the classrooms to encourage utilization of the school's researched based software programs.	Administration	8/20/2007	5/1/2008	Diversity & Educational Equity	5000
Academy Leaders, Department Chairpersons, and Teachers proficient in downloading SPI data will assist teachers not proficient.	Administration, Academy Leaders, Department Chairpersons, and Teachers	9/20/2007	5/1/2008	Exchange Meaningful Information	0
Monitor usage of instructional program software to ensure fidelity.	Administration	8/20/2007	5/1/2008	Continuous Improvement Model	0

Research-Based Programs

The research-based programs RMEC uses are based on the National Education Technology Standards.

Professional Development

Professional development will include after-school and lunch-time training opportunities on the Student Performance Indicators (SPI) software.

Evaluation

Evaluation will be assessed by the number of teachers participating in the SPI training documented by the staff attendance sheets.

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"/>

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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

Robert Morgan Educational Center (RMEC) will promote the overall health and fitness of students. Robert Morgan will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

RMEC needs to continue to provide wide-ranging opportunities for its students to improve their physical fitness. In the 2005-2006 school year, 60% of the students tested for Fitnessgram. In 2006-2007, 80% of the students tested for Fitnessgram. Although there is an increase in participation, RMEC still needs to promote the overall health and fitness of its students, communicate the impact of health on student academic achievement, and continue to encourage staff to increase their physical health through the use of school equipment. To properly assess both student fitness performance and programmatic success, Robert Morgan will administer a pre-test and post-test every quarter to determine the student health and fitness baseline measures.

Measurable Objective

Given the physical education requirements, Robert Morgan will increase the percentage of students tested using FITNESSGRAM by 5 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the number of students that participate in physical education activities.	Administration and Physical Education Teachers	8/20/2007	5/1/2008	Student Wellness	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment components to enhance specificity of training.	Administration and Physical Education Teachers	8/20/2007	5/1/2008	Student Wellness	0
Increase the number of students participating in the after school intramural program.	Administration and Physical Education Teachers	8/20/07	5/1/2008	Student Wellness	500
Provide appropriate funds necessary to supplement the physical education program	Administration	9/18/2007	5/1/2008	Student Wellness	500
Establish a school wide campaign to encourage healthy eating habits and enhance physical health.	Administration and Physical Education Teachers	9/18/2007	5/1/2008	Student Wellness	0

Research-Based Programs

The research-based program being implemented at Robert Morgan is "Moving into the Future: National Standards for Physical Education", through the National Association for Sports and Physical Education.

Professional Development

Robert Morgan's Professional Development will increase the awareness of the importance of physical health and its impact on student academic achievement and increase the physical health of the staff with more use of the weight room and aerobics class participation.

Evaluation

Evaluation will be determined by comparing the data results of the 2007-2008 FITNESSGRAM.

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

All students at Robert Morgan Educational Center will be given the opportunity to pursue career education, areas of interest such as the arts, various clubs, and special talents. Students at Robert Morgan will develop their career education of choice and an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

In large high schools, extra curricular activities promote self-esteem, discipline and academic achievement. Robert Morgan has 64 extra-curricular clubs and activities available to students. However, there is a need to increase student participation in these activities.

Measurable Objective

Given a school wide initiative to involve students in extra curricular programs, the number of intramural sports and clubs available to students in grade nine through twelve will increase by 10 percent to allow further opportunities for involvement in extra curricular activities as evidenced by the number of students participating in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Target students who will benefit from the special curricular activities and programs through student request, teacher recommendations, administrative referrals, and parent communication.	Administrative Team	9/18/2007	5/1/2008	Academic Enrichment Opportunities	0
Organize a quarterly school wide showcasing of activities and clubs during the 2007-2008 school year in an effort to further augment student interest in special programs.	Administrative Team	9/18/2007	5/1/2008	Academic Enrichment Opportunities	0
Promote awareness of clubs and special programs throughout the school year.	Administrative Staff	9/18/2007	5/1/2008	Academic Enrichment Opportunities	0
Recruit future students via the articulation process at targeted middle schools with emphasis on showcasing the clubs and activities at RMEC	Administration	8/20/07	6/5/08	Academic Enrichment Opportunities	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

RMEC will use the 2007-2008 Clubs and Special Programs Attendance Logs as a means of evaluating increased participation.

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Robert Morgan Educational Center Return on Investment (ROI) percentile will increase by at least 1 percentage point.

Needs Assessment

The most recent data supplied from the Florida Department of Education shows no percentile ranking for Robert Morgan Educational Center on the State of Florida ROI Index.

Measurable Objective

Given the District Core Value to achieve organizational performance, Robert Morgan Educational Center will achieve a ranking on the State of Florida ROI index publication of at least a 90 percentile ranking on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider shared use of facilities, partnering with community agencies.	Assistant Principals	9/18/2007	5/1/2008	Exchange Meaningful Information	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	9/18/2007	5/1/2008	Exchange Meaningful Information	0
Increase number of grants submitted.	Leadership Team	9/18/2007	5/1/2008	Diversity & Educational Equity	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Assistant Principals	9/18/2007	5/1/2008	Education Innovation	0

Research-Based Programs

Robert Morgan Educational Center's Research-based programs are the continuous improvement processes based on the Sterling/Baldrige Criteria.

Professional Development

Professional Development will be to deploy, inform, and communicate Robert Morgan's efficiency goals based on the Sterling/Baldrige Criteria.

Evaluation

On the next State of Florida ROI Index publication, Robert Morgan Educational Center will achieve a 90th percentile ranking.

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

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

Graduation (High Schools Only) Statement

All students at Robert Morgan will graduate from high school within a four-year period.

Needs Assessment

Robert Morgan is a new Academy high school. The 2006-2007 school year was the first year baseline data will be generated for the graduation rate. The unofficial graduation rate for the 2006-2007 school year was 89 percent which is a three percent increase from the previous year. Although our graduation rate is very high, RMEC still has Seniors who have not passed all sections of the FCAT and will be at risk of not graduating at the end of the 2008 school year.

Measurable Objective

Given district and state high school graduation requirements, Robert Morgan Senior graduation rate will increase by at least 1 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Teach seniors how to calculate their Grade Point Average.	Administration	9/18/2007	5/1/2008	Exchange Meaningful Information	0
Counsel all 12th grade students on their graduation status.	Administration	9/18/2007	5/1/2008	Exchange Meaningful Information	0
Teach Juniors how to calculate their Grade Point Average.	Administration	9/18/2007	5/1/2008	Exchange Meaningful Information	0
Counsel all 11th grade students on graduation requirements.	Administration	9/18/2007	5/1/2008	Exchange Meaningful Information	0
Teach Sophomores how to calculate their Grade Point Average.	Administration	9/18/2007	5/1/2008	Exchange Meaningful Information	0
Distribute Senior graduation requirement checklist.	Administration	9/18/2007	5/1/2008	Exchange Meaningful Information	200
Provide FCAT Tutoring for Seniors and Juniors so that they will graduate within the allotted time schedule.	Administration, Teachers	8/20/07	5/1/08	District-wide Literacy Plan	5000
Provide resources for parents so that they will be empowered to help their child.	Administration, Counselors, Teachers	8/20/07	5/1/07	Exchange Meaningful Information	200

Research-Based Programs

Research-based programs used by RMEC are:
 The National Academy Framework
 High Schools That Work
 Coalition of Essential Schools
 Secondary School Reform (SSR) Framework
 Department of Education Office of Vocational and Adult Education

Professional Development

Robert Morgan's professional development implementation is a training and informational sharing meeting facilitated by the College Assistance Program (CAP) Advisor and counselors to inform staff on graduation requirements, college entrance requirements, and training on the Secondary School Reform Framework. The informed and trained staff will support, encourage, and counsel seniors with regards to their graduation options.

Evaluation

The success of the goal will be evaluated by the results of the district generated graduation rate.

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

Miami-Dade County Public Schools

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

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

EESAC Compliance

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

Budget:

The EESAC solicits funding requests from the Robert Morgan Educational Center's staff. The EESAC then carefully considers each request for the EESAC monies, discusses the needs with regards to student and school-wide impact, considers efficient use of funds, and finally awards requests after a majority vote.

Training:

The EESAC members receive yearly training from the Department of School Quality Improvement. Additionally, the EESAC receives training in the application of the Sterling Criteria such as customer service, employee satisfaction, and the continuous improvement model of plan, do, study, act. The committee has used other quality process improvement tools of: brainstorming, affinity diagraming, pareto chart, multivoting, and consensus building.

Instructional Materials:

The EESAC supports and provides funding for the after-school and Saturday tutoring. The approach of impacting as many students as possible helps to improve the performance of all students in all subject areas. The EESAC has also provided funds for supplemental textbooks.

Technology:

The EESAC gave monies to the IT Department during the 2003-2004 school year to update the technology infrastructure on the South Campus. The project was completed resulting in faster access to the Internet and Intranet for the South Campus staff and students. The EESAC continues to provide support for technology projects at RMEC such as the school weather station.

Staffing:

The EESAC has provided transportation for the after-school and Saturday FCAT tutoring sessions. This includes hiring two bus drivers three days a week for approximately three hours. Several of the EESAC members have served on the teacher and administrator hiring committees.

Student Support Services:

The EESAC has allocated monies to buy tutoring materials in order to target the Level 1 and Level 2 students who did not achieve Adequate Yearly Progress. These tutoring materials help meet the needs of student who are not performing at grade level and therefore not able to use the regular classroom grade level materials.

Other Matters of Resource Allocation:

The EESAC has provided monies for the yearly awards ceremony sponsored by Student Activities. The Academy Awards ceremony rewards students in many categories and encourages students to strive for excellence in all areas of their lives. For example, awards are given to students who exemplify in their daily student activities any one of the RMEC Core Values.



School Improvement Plan 2007-2008



Benchmarking:

The EESAC uses comparative data in its decision-making process. When staff submit requests for EESAC monies, the committee will compare impacts and results from schools similar to Robert Morgan. This process assists the EESAC in making more informed and scientific decisions.

School Safety & Discipline:

The EESAC is given school updates from the Principal's report at every EESAC meeting. A section of this report is feedback on school safety issues such as the traffic problems during school start and dismissal times. The EESAC brainstorms and gives recommendations as to possible solutions to the issues on school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	21100
Mathematics	5000
Writing	7000
Science	9500
Parental Involvement	800
Discipline & Safety	100
Technology	10000
Health & Physical Fitness	1000
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	5400
Total	59900



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