

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Douglas MacArthur South Senior High School (7631)

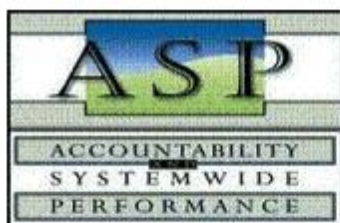
Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - David Moore

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

The Young Men's Academy for Academic and Civic Development at MacArthur South operates on a holistic philosophy of academic, social, and personal empowerment of all students. The philosophy and goals reflects the characteristics and needs of students who generally have not been successful in the traditional middle and high school setting. The school's mission seeks to create a learning environment in which students achieve emotional, social, civic and academic growth, while understanding the students that are struggling with a wide array of academic, legal, behavioral, social, and emotional challenges. These challenges have significantly compromised their ability to learn, and meet high standards on the FCAT. The school addresses these challenges through an innovative interdisciplinary team approach of small learning communities broken up by grade levels 6, 7-9, 10-12 that allow core subject teachers to have common planning periods. Bi-monthly benchmark assessments, data and test talks will help guide teachers in planning for our students' academic needs and evaluations. Intensive Student Services support, and three major school-wide programs reflecting National, District and State initiatives: Parent Involvement, Positive Behavior Support, and Service Learning Community Involvement further aid in creating a complete learning environment.

The 2007-2008 school year marks a significant change in the school's organization, through Secondary School Reform (SSR) separate gender academies grades 6-12. The Young Men's Academy for Academic and Civic Development at MacArthur South which will be the Young Men's Academy for Academic and Civic Development is situated on several acres that shares a campus with Miami-Dade County Department of Human Services. The proximity of the school to these facilities lends itself to enhancing student performance through the implementation of Service-Learning projects with these various agencies. Service-Learning (SL) is a National, District and FLDOE initiative that is research-based. SL will be an academy at the Young Men's Academy at MacArthur South which was selected as one of the Cohort I schools for the District's Secondary School Reform Plan. The initiative for Secondary School Reform is to prepare all youth to be ready for college, careers, and active civic participants. The Young Men's Academy for Academic and Civic Development at MacArthur South will infuse the six core principles of SSR: to ensure the school personalizes the learning environment; empowers educators; accountability for all leaders; integrate system of the high standards, curriculum, instruction, assessment and support; engage in community and youth services; and focus on academic engagement of all students. By implementing Service Learning in the school, it will reinforce the six core principles. Furthermore, SL fosters personal, social, and intellectual growth, and has been found to be particularly effective in engaging "at-risk" youth. It uses a "hands-on" approach to teaching/learning with a strong commitment to improving our community.

Consistent with the nationwide trend advocating Service-Learning, MacArthur South's award-winning SL projects, and its collaboration with the Florida Department of Education will be expanding during the 2007-2008 school year. The cumulative three-year data on SL projects prove that students who are typically unsuccessful in traditional schools flourish when provided the opportunity to share their knowledge with the community. The school serves as a model for Secondary School Reform Alternative Education and is looked to for advice and direction by other schools. Attendance rates escalate, grades rise and behavioral infractions decrease as a result of the infusion of Service-Learning partnerships. With the expansion of the SL projects to include all subject areas during the 2007-2008 school year, a majority of MacArthur South's students will now be able to better connect with the community while realistically implementing various skills learned in all classrooms. The Young Men's Academy for Academic and Civic Development at MacArthur South received the Pupil's Perception Grant for \$9,000.00. In addition, the school was awarded the Homestead Art Based Community Grant of \$43,000.00 to be shared with three other high schools for the Art South program.

During the summer of 2007, five teachers volunteered from the Young Men's Academy to participate in training for the Critical Friends Group as part of the Secondary School Reform. CFG training is coordinated by the National School Reform Faculty (NSRF) at the Harmony Education Center in Bloomington, Indiana. CFG uses a collaborative feedback process to improve teaching within the school community based on trust and respect. These five teachers focused on building trust needed to engage in direct and honest conversations with co-workers about the difficult task of teaching our student population. The five teachers learned protocols for examining and discussing how to improve the students' work as well as the teachers' approach and empowerment. During the Opening of School on August 16, 2007, the five teachers conducted the first protocol with teachers and staff members. Monthly meetings have been scheduled for the CFG to continue training, providing time for the teachers to work in collaboration, share teaching experiences, while improving the teaching and learning process.

Positive Behavior Support (PBS) is a research-based school-wide method of improving students' ability to behave appropriately in a wide variety of situations. It utilizes high levels of consistency and teamwork, strategic rewards and consequences, and a strong emphasis on data-driven decision-making. On a school-wide level, Positive Behavior Support PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.



School Improvement Plan

2007-2008



PBS provides a positive and effective alternative to traditional punitive methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

Two unique features of the school's PBS program at the Young Men's Academy for Academic and Civic Development at MacArthur South are the school-wide weekly reward event, based on students' clearing the "four hurdles" and the Problem Solving Team, which meets weekly to discuss needed interventions and supports for specific students.

Given the instruction following the Sunshine State Standards, the number of students meeting high standards in grades 6th through 10th will increase to 58 percentage points on the 2008 administration of the FCAT Reading Test.

Given instruction following the Sunshine State Standards, the number of all students meeting high standards in grades 6th through 10th will increase by 62 percentage points on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in grade 8th and 10th will improve their writing skills as evidenced by 5 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ Test.

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

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

Given a school-wide emphasis on promoting the safety and orderly, student behavior will improve as evidenced by a 10 percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given a school wide emphasis on Plato and Nova Net recovery class, the overall increase in students' GPA will improve by .05 point as evidenced in students' grade-point average and a 5 percentage point increased in overall credits.

Given the instruction based on the M-DCPS mandated FITNESSGRAM standards, students enrolled in Health and Fitness class will improve their skills as evidenced by an increase of 5 percentage points receiving an award on the Fitness Gram Test during the 2007-2008 school year.

Given the instruction following the Sunshine State Standards, the number of 6th – 12th grade students enrolled in vocational and elective courses will increase their participation in Service Learning projects by 30 percentage points in the 2007-2008 and increase by 50 percentage points in career-related skills.

Young Men's Academy for ACademic and Civic Development at MacArthur South will improve the effectiveness of invested resources as evidenced by an increase of 3 percentage points in the number of students achieving at or above Level 3 in the 2008 administration of the FCAT.

The overall high school graduation rate will increase by at least 1 percentage point during the 2007-2008 school year as compared to the 2006-2007 school year.

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

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) Survey, answered by 93% of the staff, the two categories in need of improvement are: Process Management and Business Results. The four areas declining below the "agree" area are: receiving all of the resources needed to do a job; control over the work processes; work location finances; work location removes things that get in the way of progress. As a result, the leadership team will compile and share ideas with EESAC and in Faculty Meetings on how to decrease these areas.



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.

7631 - MIAMI DOUGLAS MACARTHUR SOUTH SENIOR HIGH SCHOOL

VISION

"Preparing our students to effectively function in a culturally diverse and complex society."

MISSION

"Achieving emotional, social, civic, and academic growth"

CORE VALUES

School Demographics

Young Men's Academy for Academic and Civic Development at MacArthur South is a Miami-Dade County Public Alternative School for all males, grades 6-12. It is located in the Kendall Area (11035 SW 84 Street, Miami, Florida 33173). The school is situated on 30 acres of beautifully maintained grounds with classrooms in several buildings. Miami Douglas MacArthur Senior High School South originated in 1973 as an alternative high school serving at-risk students. In December 2007, the school is scheduled to receive 19 portables to accommodate the staff and students while Miami-Dade Public Schools begins construction of a new high school.

Serious infractions of the Secondary Code of Student Conduct made by the students have resulted in an alternative education placement. These administratively assigned students enter the school with severe behavioral, legal and /or attendance problems that have resulted in unsatisfactory performance, low standardized test scores, repeated grade detentions, and years of educational deficiencies. The Miami-Dade County Public School System provides transportation for students. Students are transported from the entire southern section of the county. Many students are transported by bus as far as 40 miles each way from school.

A significant factor which affects the achievement of the goals of the Young Men's Academy for Academic and Civic Development at MacArthur South is student mobility. Administrative assignments are for a semester; such assignments can take place any time during the school year. The students face many challenges in their pursuit of success. Some are entangled in the legal system; many are parents with family obligations, and many must work inordinate hours to meet basic needs. With these many impediments, the students are to be commended for their achievements. The school strives to improve student learning, building incrementally towards the achievement of the Sunshine State Standards. It may take students longer than their peers in the home schools, but with coaching from student services staff and faculty, 70% graduate achieving their goal of earning a standard high school diploma.

The Young Men's Academy for Academic and Civic Development at MacArthur South represents a diverse school ages ranging between 11-22, in grades 6-12. The majority of the students are from low socioeconomic backgrounds, and although most are English speaking, many of their parents speak little English. The current profile is 38% African American, 52% Hispanic, 8% Caucasian, and 2% Other. The student population is composed of 100% male. 85% of the students receive free or reduced lunch assistance. Approximately 33% of the student population are in Special Education, with 22% are classified as Severely Behaviorally Disabled (SBD). In the academic area 78% of the total student population has failed one or more grades placing them significantly behind in school credits. Intensive Reading and Intensive Reading Plus classes have been established to help our students improve their reading comprehension. Data reflects 83% of our students reading at a Level 1, while 15% are reading at a Level 2, and 2% are reading at a Level 3 or above. Approximately 80% of the students do not plan to pursue a four-year post-secondary education and therefore must be offered workforce development skills. Approximately 20% of the graduating class enters military service, community colleges or universities, about 3% earn scholarships to colleges or trades schools.

The faculty and staff are comprised of an ethnically diverse group (38% African American, 23% White, 25% Hispanic, and 1% Asian): two assistant principals, twelve core teachers, five special education, six vocational and five special areas/electives. Additionally, there are six paraprofessionals, two guidance counselors, a school psychologist, a behavior specialist, a career specialist, a trust counselor, a social worker, a reading coach, an alternative education specialist, a test chair, two community liaisons, a school resource specialist, six school security monitors and an athletic director. The Young Men's Academy for Academic and Civic Development at MacArthur South school community, despite its ethnic and cultural diversity, enjoys a harmonious relationship not unlike that of a close knit family. Staff and student rapport flourishes because of the manageable 15 to 1 student to teacher ratio. The Community Liaison Specialist also works closely with parents providing valuable knowledge of the courts and justice system.

The Young Men's Academy for Academic and Civic Development at MacArthur South operates on a holistic philosophy of academic, social, and personal empowerment of its students. It is the school's goal that students, participating in these programs, will acquire a strong sense of self-worth, appreciation for ethnic and cultural diversity. Furthermore, expose students to School-To-Career skills that will help combat personal, social, academic advancement, and provide enrichment opportunities within existing courses, such as college and career preparation, student governed teams, creating of articles and/or letters for the newspaper and on-line course such as Florida Virtual School.

School Foundation

Leadership:

Based on the results of the spring 2006-2007 Organizational Performance Improvement Snapshot (OPIS) Survey, this category was the highest overall ranking with 61% of the staff strongly agreeing with questions in the leadership team category.

District Strategic Planning Alignment:

Based on the results of the spring 2006-2007 Organizational Performance Improvement Snapshot (OPIS) Survey, answered by 100% of the staff, the two categories in need of improvement are: Human Resource Focus and Business Results. The three areas declining below the "agree" area are: the people I work with cooperate and work as a team; control over the work processes; work location finances; work location removes things that get in the way of progress. As a result, the leadership team will compile and share ideas with EESAC and in faculty meetings on how to improve performance in these areas. During the Opening of School Retreat, the staff participated in a team building activity.

Stakeholder Engagement:

Based on the results of the most recent Organizational Performance Improvement Snapshot (OPIS) survey, the questions (items) focusing on the teacher's performance demonstrates, that teacher's are able to analyze the quality and overall performance of their work.

Faculty & Staff:

The results of the most recent Organizational Performance Improvement Snapshot (OPIS) survey reveal minimal variability in the items. The highest rated is Customer and Market Focus- 70% agreed that they know who their most important customers are (students). The lowest rated is Business Results- 46% agreed that their work location removes things that get in the way of progress. The school's leadership team should improve in removing all obstacles that get in the way of teacher/student progress.

Data/Information/Knowledge Management:

Based on the results of the spring 2006-2007 Organizational Performance Improvement Snapshot (OPIS) Survey, 80% of the staff felt fairly confident in that their ability to collect information (data) about the quality of their work. The Continuous Improvement Model will assist teachers in a multi-step approach in order to promote higher student achievement at the Young Men's Academy for Academic and Civic Development at MacArthur South. The administrative team will meet with every teacher and discuss student data assessment results, implementation of reading strategies and lesson planning on a monthly basis.

Education Design:

Based on the results of the spring 2006-2007 Organizational Performance Improvement Snapshot (OPIS) Survey, the items lowest ranked were in the Business category. Only 63% of the staff agreed: work location finances, and work location removes things that get in the way of progress. A follow up in-house survey will be administered to identify and address how to decrease obstacles that are in the way of progress. Furthermore, implementing the Secondary School Reform- Service Learning Academy will assist in personalizing the learning environment and monitor student progress in meeting the Sunshine State Standards

Performance Results:

Based on the results of the spring 2006-2007 Organizational Performance Improvement Snapshot (OPIS) Survey, 63% of the staff answers were in a positive inclination and 37% of staff answers declined. For the 2007-2008 school year the administrative team will focus on improving lowest ratings by at least 5%.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input 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 type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

(1.) Different Innovative Approaches to Instruction

This principle is being addressed throughout the curriculum by the implementation of technology based instruction, the facilitative model, project based instruction, differentiated instruction, cooperative learning, research based best practices and data driven instruction throughout the curriculum.

(2.) Responsibility of Teaching Reading for Every Teacher

This principle is being addressed intensively through the Reading goal but also in the Mathematics, Writing and Science goals by the use of leveled texts, CRISS strategies, guided instruction in comprehension strategies, critical thinking strategies in expository and informational texts as well as in the use of computer aided instruction, independent practice reading and by providing all teachers with an FCAT Reading Benchmark Focus Calendar.

(3.) Quality Professional Development for Teachers and Leaders

This principle is being addressed in all academic goals by providing extensive professional development in Snap Shot, Project CRISS, ESOL/ESE Strategies, FCAT Explorer, GIZMOS, ORF Training and utilization of technology in instruction. Additionally, novice teachers participate in the Teacher Mentoring Program.

(4.) Small Learning Communities (SLC)

This principle has been infused in all areas of the curriculum and is reflected in each of the academic goals since all core subjects are part of a Small Learning Community. The master schedule reflects accommodation for SLC planning. All the core classes have common planning depending the on the grade level academy.

(5.) Intensive Intervention in Reading and Mathematics

This principle is reflected in the Reading and Mathematics goals through the assignment of students to Intensive Reading and Mathematics classes based on their FCAT level as well as through the use of other diagnostic instruments such as the FORF. Additionally, tutoring, pullouts and research based reading programs are provided.

(7.) Master Schedules Based on Student Needs

As noted in the fifth principle above, the master schedule reflects the needs of students in both core academic areas, and their career direction. The eight-period block schedule facilitates implementation of this principle in by expanding time for remediation as well as elective courses.

(8.) Parental Access and Support

This principle is addressed explicitly in the parental involvement goal. The Parent Resource Center provides various means of enhancing communication through the use of the parent-teacher conferences and the Parent Academy workshops. Community involvement specialists and social workers make extensive contacts with parents.

[The following principles are not checked as having been included in the SIP. They are, however, components of the SIP required by Miami-Dade County Public Schools.]

(6.) Course Choice Based on Student Goals / Interests / Talent

Students make choices, especially in their elective classes, based on their career goals and interests.

(9.) Applied and Integrated Courses

The master schedule offers choices for students in the traditional vocational areas, and fine arts. Student involvement in these areas is monitored explicitly as required by the local district school improvement plan.

(10.) Academic and Career Planning

This is addressed implicitly as students complete the alternative education personal improvement plans (PIP) to strengthen student responsibility for personal and academic goals. The Guidance Counselor assists the students in achieving their academic and career goals.

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

Reading Statement

Students will make sufficient learning gains to increase their Reading skills.

Needs Assessment



School Improvement Plan 2007-2008



Results of the 2007 FCAT administration Reading scores indicate that students in 9th grade had the greatest weaknesses in Words/Phrases and Reference / Research; the greatest strength in Main Idea.

The data on the reading Achievement Level indicates that 83% of students are Level 1, 15% of students that are Level 2, 2% of students are Level 3, and none achieved a Level 4 or 5.

FCAT 2007 – Content Cluster Reading Score Results for 9th Grade.

Word/Phrases – Students in 9th grade increased 8% in 2007 compared to 2006 in mastering this FCAT content cluster.

Main Idea / Author’s Purpose – Students in 9th grade, declined 3% in 2007 compared to 2006 in mastering this FCAT content cluster.

Comparison - Students in 9th grade declined 4% in 2007 compared to 2006 in mastering this FCAT content cluster.

Reference/Research - Students in 9th grade, declined 3% in 2007 compared to 2006 in mastering this FCAT content cluster.

Results of the 2007 FCAT Reading scores indicate that students while students in 10th had weaknesses in Main Idea / Purpose; 10th grade had the greatest strength in Comparisons.

FCAT 2007 – Content Cluster Reading Score Results for the 10th grade

Words/Phrases-Students in 10th grade remained the same at 33% from 2006 to 2007 in mastering this FCAT content cluster.

Main Idea/Author’s Purpose-Students in 10th grade, declined 19% in 2007 compared to 2006 in mastering this FCAT content cluster.

Comparison-Students in 10th grade declined 8% in 2007 compared to 2006 in mastering this FCAT content cluster.

Reference/Research-Students in 10th grade declined 6% in 2007 compared to 2006 in mastering this FCAT content cluster.

Based on the insufficient number of students tested, the school’s adequate yearly progress (AYP) in Reading was not reported. In analyzing the 2007 FCAT Reading data, results indicate that stress must be placed upon instruction in comprehension and language skills. Students will benefit from individualized tutoring in context clues, English conventions, graphic organizers and chart representations. To ensure that all students are immersed in remediation to address their weaknesses, additional classes of Intensive Reading and Reading Plus have been added to course offerings. Additionally, Reading strategies are being incorporated in all classes, including Vocational programs.

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"/>



School Improvement Plan 2007-2008



Measurable Objective

Given the instruction following the Sunshine State Standards, the number of students meeting high standards in grades 6th through 10th will increase to 58 percentage points on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate FCAT Reading strategies across curriculum.	Principal, Assistant Principal, Reading Coach, All Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide tutorial service in reading to students using the assistance of community volunteers, partners, and instructional personnel.	Principal, Assistant Principal, Community Liason, Volunteers	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize the two Read 180 Labs for middle and high school students, where they can work on improving their Reading skills.	Principal, Assistant Principal, Reading Coach, Reading Teachers, Computer Technician	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide all students a Directed Reading activity for twenty minutes during the Language Arts classes following the Instructional Focus Calendar.	Principal, Assistant Principal, Reading Coach, Language Arts Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Implement Service-Learning projects to meet curriculum objectives required by Sunshine State Standards, and Secondary School Reform initiatives, in a non-traditional holistic method that is more conducive to the learning styles of the "at-risk" student.	Principal, Assistant Principal, Service Learning Coordinator, All Teachers	10/01/07	05/16/08	Secondary School Reform	0
Utilize the Instructional Reading Focus Calendar across the curriculum as a component of CIM and incorporate a CRISS graphic organizer.	Principal, Assistant Principal, Reading Coach, Teachers	08/20/07	03/24/08	Continuous Improvement Model	0
Administration of MOCK FCAT examinations to simulate actual testing conditions and improve student participation and performance on the 2008 FCAT administration.	Principal, Assistant Principal, Testing Chairperson, Teachers	01/07/08	02/29/08	Alternative Education	0
Investigate and apply for funds to subsidize innovative reading programming.	Principal, Assistant Principal, Grant Writing Team	08/20/07	04/30/08	Other/ Not Applicable	0
Place all Level 1 and 2 students in an Intensive Reading classes using Read 180 and Read XL programs.	Principal, Assistant Principal, Reading Coach, Guidance Counselor	07/25/07	06/04/08	District-wide Literacy Plan	0
Conduct "Test Talks" for all students to improve understanding of student performance data and strategies in order to improve student performance on the 2008 FCAT administration of the FCAT.	Principal, Assistant Principal, Reading Coach, Testing Chair, Language Arts and Mathematics Teachers	09/24/07	09/28/07	Alternative Education	0
Discuss assessment data to identified areas of weakness to provide support for students through all curriculum courses.	Principal, Assistant Principal, Reading Coach, Teachers	08/29/07	04/30/08	Continuous Improvement Model	0
Administer benchmarked Reading mini-assessments as a component of CIM.	Principal, Assistant Principal, Reading Coach, Language Arts Teachers	08/29/07	04/30/08	Continuous Improvement Model	0
Align READ 180 benchmarks with the school wide Instructional Focus Calendar.	Principal, Assistant Principal, Reading Coach	08/13/07	08/28/08	District-wide Literacy Plan	0
Assign students to teachers in which the most conducive testing environment and teacher/student relationship is provided to maximize student participation and performance on the 2008 FCAT administration.	Principal, Assistant Principal, Testing Chair	01/07/08	03/22/08	Alternative Education	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal, Reading Coach, Language Arts Chair	10/10/07	05/30/08	Alternative Education	0
Provide students at or above grade level with enrichment to increase academic achievement.	Principal, Assistant Principal, Reading Coach, Language Arts Chair	08/20/07	06/05/08	Alternative Education	0

Research-Based Programs



School Improvement Plan 2007-2008



McDougal Littell (The Language of Literature Series) Grades 6-12; FCAT AIM HIGHER READING; FCAT Science and Social Studies; READ 180; READ XL; PLATO; Kaplan Reading and Writing Advantage FCAT Grade 10; FCAT Explorer

Professional Development

Eight Steps of the Continuous Improvement Model (CIM); MDCPS District Pacing Guides; Data Analysis; Creative Writing Techniques; PLATO Learning; Reading Strategies Across the Curriculum; CRISS refresher; Reading across vocational programs; EDUSOFT; SPI; PMP; Electronic Grade Book; Brain Based Instructional Strategies; Core Principles of Secondary School Reform, Critical Friends Group

Evaluation

The following research-based evaluative tools will be used to evaluate the effectiveness of the program:

District Interim Assessments
FCAT Practice Test
Summative Data of the 2008 FCAT administration.
Data derived from Read 180, Plato, and Intensive Reading classes, Reading plus, Benchmark Assessments, Snap Shot
Diagnostic data from teh FORF and the DAR Assessments

Facilitation of District School Site Visitations

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

Mathematics Statement

Students will make learning gains to increase their mathematical skills.

Needs Assessment



School Improvement Plan 2007-2008



Results of the 2007 FCAT Mathematics scores indicate that students in 9th grade had the greatest weaknesses with Algebraic Thinking and the greatest strength in Measurement.

The data on the mathematics Achievement Level indicates that 77.5% of students that are Level 1, 15% of students that are Level 2, 7.5% of students that are Level 3, and none of the students reached Level 4 and 5.

FCAT - Content Cluster Mathematics Results in 9th Grade

- Number Sense - Students in 9th grade declined 12% in mastering this FCAT content cluster.
- Measurement - Students in 9th grade improved by 14% in mastering this FCAT content cluster.
- Geometry - Students in 9th grade remained the same as 9% in mastering this FCAT content cluster.
- Algebraic Thinking - Students in 9th grade declined by 10% in mastering this FCAT content cluster.
- Data Analysis - Students in 9th grade remained the same at 25% in mastering this FCAT content cluster.

Results of the 2007 FCAT Mathematics scores indicate that students in 10th grade had the greatest weaknesses with Geometry and the greatest strength with Number Sense.

FCAT 2007- Content Cluster Mathematics Result in 10th Grade

- Number Sense-Students in 10th grade declined 9% in mastering FCAT content.
- Measurement-Students 10th grade remained the same at 20% in mastering this FCAT Content cluster.
- Geometry-Students in 10th grade declined 14% in mastering FCAT content.
- Algebraic Thinking-Students in 10th grade remained the same at 21% in mastering this FCAT content cluster.
- Data Analysis-Students in 10th grade declined 9% in mastering this FCAT content cluster.

Analysis of the data shows under the Federal No Child Left Behind Act (NCLB) subgroup; that no subgroup was identified, however the overall 9th and 10th grade student population noted that 89% are not a standard performance 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 type="checkbox"/>

Measurable Objective

Given instruction following the Sunshine State Standards, the number of all students meeting high standards in grades 6th through 10th will increase by 62 percentage points on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Pacing Guides and Instructional Focus Calendar in all mathematics classes as a component of CIM.	Principal, Assistant Principal, Testing Chair, Mathematics Teachers	08/20/06	06/05/08	Continuous Improvement Model	0
Conduct "Test Talks" for all students to improve understanding of student performance data and strategies to in order to improve student performance on the 2008 administration of the FCAT.	Principal, Assistant Principal, Testing Chair, Mathematics Teacher	09/24/07	02/22/08	Continuous Improvement Model	0
Provide students in grades 10, 11 and 12 retaking the FCAT to be pulled out for individual tutoring. Level 1 and 2 students will be placed in an intensive mathematics course.	Principal, Assistant Principal, Paraprofessionals, Tutoring Volunteers	09/04/07	06/05/08	Continuous Improvement Model	0
Assess students in specific bi-weekly benchmarks and monitor results through the EDUSOFT assessment reporting platform.	Principal, Assistant Principal, Testing Chair, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Integrate all benchmarks in measurements into the Culinary Arts program.	Principal, Assistant Principal, Culinary Arts Teacher	09/04/07	05/16/08	Other/ Not Applicable	0
Incorporate learning logs and folders in mathematics classes to monitor student progress.	Principal, Assistant Principal, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Provide tutorial services in mathematics using community volunteers, partners and personnel.	Principal, Assistant Principal, Community Liaison, Volunteers, Paraprofessionals	09/04/07	05/16/08	Other/ Not Applicable	0
Incorporate cooperative learning in all mathematics classes.	Principal, Assistant Principal, Mathematics Teachers	10/01/07	05/16/08	Continuous Improvement Model	0
Implement a mathematics "problem of the day" in all mathematics classes following the Instructional Focus Calendar for mathematics.	Principal, Assistant Principal, Testing Chair, Mathematics Teachers	08/29/07	04/30/08	Continuous Improvement Model	0
Administer and analyze results through district of interim mathematics assessments and Edusoft reports to monitor student progress.	Principal, Assistant Principal, Mathematics Teachers	10/01/07	04/30/08	Continuous Improvement Model	0
Increase the utilization of computer-assisted instruction technology in the classrooms by implementation of computer software (FCAT Archive, Gizmos, Cognitive Tutor, FCAT Explorer, Plato).	Principal, Assistant Principal, Mathematics Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Assign students to teachers in which the most conducive testing environment and teacher/student relationship is provided to maximize student participation and performance on the 2008 FCAT administration.	Principal, Assistant Principal, Testing Chair	01/07/08	03/22/08	Alternative Education	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal, Mathematics Chair	10/10/07	05/30/08	Alternative Education	0
Provide students at or above grade level with enrichment to increase student academic achievement.	Principal, Assistant Principal, Mathematics Chair, Teachers	08/20/07	06/05/08	Alternative Education	0

Research-Based Programs

PLATO, FCAT Explorer, FCAT Practice Workbooks; Glencoe Algebra and Geometry series computer based; Geo Sketch Pad, Cognitive Tutor, Discovering Geometry and Gizmo.



School Improvement Plan 2007-2008



Professional Development

Attend workshops on FCAT strategies in Science and Mathematics, implementation of the Sunshine State Standards. How to Use Data to Make Decision, Edusoft Training, PLATO Training, Content-Area Review, Gizzmo, Cognitive Tutor, and TI Navigator.

Evaluation

The following research-based evaluative tools will be used to evaluate the effectiveness of the program:

District Interim Assessments
FCAT Practice Tests
Summative Data of the 2008 FCAT administration
Benchmark Mini-Assessments
Problem of the Day

Facilitation of District School Site Visitations

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Students will increase their writing skills.

Needs Assessment

Results of the 2007 FCAT Writing scores indicate that students in 10th grade had the greatest weaknesses with persuasive writing prompts.

Results of the 2007 FCAT Writing scores indicate that students in 10th grade demonstrated the greatest strengths in expository writing. School wide scores indicate that 64% scored 3.0 or higher in combined writing prompt. 49% met high standards in writing.

In analyzing the data, increased expository emphasis on writing needs to take place.

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 using the Sunshine State Standards, students in grade 8th and 10th will improve their writing skills as evidenced by 5 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to require an essay component in mid-term and final exams in all subject areas.	Principal, Assistant Principal, All Teachers	01/07/08	06/05/08	Other/ Not Applicable	0
Train all faculty on FCAT writing style prompts and in the use of the FCAT Writing Rubric to score essays to remediate the subgroups identified in the No Child Left Behind (NCLB) requirements including overall population whose scores are below 3.5.	Principal, Assistant Principal, Reading Coach, Language Arts Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Include in each student's writing folder two examples each of persuasive and expository essays that show progress toward a score of at least 3.5 using the FCAT+ Writing Rubric.	Principal, Assistant Principal, Language Arts Teacher	08/20/07	03/24/08	Other/ Not Applicable	0
Integrate FCAT Writing strategies across the curriculum.	Principal, Assistant Principal, Reading Coach, All Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Infuse Essay Writing Focus Calendar in all Language Arts classes.	Principal, Assistant Principal, Reading Coach, Language Arts Teacher	09/10/07	05/16/08	Other/ Not Applicable	0
Assist students in accessing career information related to their goals by using the school's website. Students will learn to complete all aspects of employability skills (job application, resume, etc).	Principal, Assistant Principal, Career Specialist, Language Arts/Reading Teacher, Social Studies Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Use student journals as an instructional component of all Service-Learning projects to meet curriculum objectives required by the Sunshine State Standards, and Secondary School Reform Initiatives.	Principal, Assistant Principals, Service Learning Coordinator, All Teachers	10/01/07	05/16/08	Secondary School Reform	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal, Department Chair	10/10/07	06/05/08	Alternative Education	0

Research-Based Programs

McDougall Littell (The Language of Literature Series - Grades 6 through 12); FCAT Practice Workbooks: Aim Higher; FCAT - District Q Cards Reciprocal Teaching; Edusoft Data Analysis Training; Writing Traits kits and workshop.

Professional Development

Eight Steps of the Continuous Improvement Model, Writing Across the Curriculum, SPI, AIP, PLATO Training and Improving High School Literacy, Critical Friends Group, "Writing Traits" workshop.

Evaluation



School Improvement Plan 2007-2008



The following research-based evaluative tools will be used to evaluate the effectiveness of the program:

- Pre/Post District Writing Tests
- Practice FCAT Writes+ State Test
- Summative Data of the 2008 FCAT administration
- Student Writing Folders – following the Writing Focus Calendar
- 2007 AYP School Report
- Inservice Journals

Facilitation of District School Site Visitations

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

Miami-Dade County Public Schools

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

Science Statement

Students will increase their science skills

Needs Assessment

Results of the 2007 FCAT Content Cluster Science Scores indicate that 11th grade students had the greatest weakness in Physical and Chemical Science and Scientific Thinking. The school achieved a mean scale score of 197. There is evidence that 95% of the students are at Level 1, 5% of the students are at Level 2 and none of the 11th grade students scores at or above an Achievement Level 3.

FCAT 2007 – Content Cluster Science Score Results

Physical/Chemical – Students in 11th grade had 15% mastery compared to District Average 38% and State 38%, which indicate 23% below district level.

Earth Science – Students in 11th grade had 25% mastery compared to District Average 50% and State 58%, which indicate 25% below district level.

Life/Environmental – Students in 11th grade had 25% mastery compared to District Average 42% and State 50%, which indicate 17% below district level.

Scientific Thinking- Students in 11th grade had 20% mastery compared to District Average 47% and State 47%, which indicate 27% below district level.

Measurable Objective

Given instruction based on Sunshine State Standards, the number of students meeting high standards in grade 11 will increase by 25 percentage points 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
Incorporate daily instruction in FCAT Science benchmarks using the District Pacing Guides.	Principal, Assistant Principal, Science Department Chair, Science Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Increase the use of hands-on lab activities to enhance content mastery.	Principal, Assistant Principal, Science Department Chair, Science Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Place all 11th grade students in a homogeneous Integrated Science course.	Principal, Assistant Principal, Student Services	09/04/07	02/22/08	Continuous Improvement Model	0
Create Professional Learning Teams between grade levels.	Principal, Assistant Principal, Critical Friends Group Coaches	10/01/07	06/05/08	Secondary School Reform	4000
Increase practice in non-text reading graphs and charts in the Science Curriculum	Principal, Assistant Principal, Department Chairperson, Science Teachers	08/20/07	06/05/08	Other/ Not Applicable	
Synthesize departmental Interim assessments using FCAT format, based on MDCPS District Pacing Guides.	Principal, Assistant Principal, Department Chairperson, Science Teachers, District Science office	08/20/07	06/05/08	Continuous Improvement Model	0
Use of 11th Grade Curriculum Guide and K-12 Comprehensive Science Plan.	Principal, Assistant Principal, Department Chairperson, Science Teachers	08/20/07	06/05/08	Other/ Not Applicable	
Use of FCAT Intervention Materials, i.e. Timed Readings in Science and Reading in the Content Area.	Principal, Assistant Principal, Department chairperson, Science Teachers, and District Science Office	08/20/07	06/05/08	Other/ Not Applicable	0
Development and implementation of plan to target level science and tested benchmark as a component of the CIM.	Principal, Assistant Principal, Science Chairperson, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Assign students to teachers in which the most conducive testing environment and teacher/student relationship is provided to maximize student participation and performance on the 2008 FCAT administration.	Principal, Assistant Principal, Testing Chair	01/07/08	03/22/08	Alternative Education	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal, Science Chair	10/10/07	06/05/08	Alternative Education	0
Provide students at or above grade level with enrichment to increase student academic achievement.	Principal, Assistant Principal, Science Chair, Teachers	08/20/07	06/05/08	Alternative Education	

Research-Based Programs

Glencoe Florida Edition Science Grades 6-8; Glencoe Florida Edition Earth Space Science & Geology, 2005 Grade 9; Prentice Hall Biology Florida Edition, 2006 Grade 10; Glencoe Physical Science with Earth Science, 2006 Grade 11; Explore Learning Math and Science Simulation.

Professional Development



School Improvement Plan

2007-2008



Professional development will be aligned with the vision of the Division of USI Mathematics and Science. The Transformative Learning Model will help change some deeply ingrained habits of teaching by providing feeder pattern teams to share best practices and model desired teacher tasks. We will use provided workshops as per the District's calendar and request Region support in building collaborative networks (science teachers from our area) for our small staff.

Evaluation

The following research based evaluative tools will be used to evaluate the effectiveness of the program:

In-house Assessments

FCAT Practice Tests

Summative Data of the 2008 FCAT administration.

Data resulting from teacher-made tests incorporating FCAT Science questions

Facilitation of District School Site Visitations

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

All parents will be knowledgeable about the academic, behavioral, and social progress of their son.

Needs Assessment



School Improvement Plan

2007-2008



Parent surveys and staff focus groups indicate that the school's parental involvement has been historically affected adversely by the following factors:

Many of our students come from a wide geographic area and travel from great distances, making transportation to and from school difficult.

Most parents work more than a 40 hour week, so their availability for school functions is very limited.

Many parents are immigrants unfamiliar with district, state, and/or federal educational laws and procedures.

Many parents are not proficient in the English language.

Many parents have experienced frustration from a history of involvement in multiple systems (educational, legal, mental health, immigration, etc.) for their children, and may have lost sight of the potential for their son's improvement.

Some parents are more invested and identified with their child's home school and so are less motivated to become a PTA member where enrollment is usually time limited.

For many parents, their only visit to the school is the mandatory intake conference when their son is enrolled.

In 2005-2006, the Parent Involvement Project established a Parent Resource Center in the media center, revised the intake process to a more user-friendly format, and developed relationships with community-based service providers (Agape Mental Health Services and the FIU Girls project).

In 2006-2007, the Parent Resource Center was moved to the Conference Room so as to provide a more friendly and hospitable area for parents. Resource materials were supplied by the Office of Parental Involvement and other community service providers. District OPI staff provided MacArthur staff with in-service training in the Customer Service model of interaction with parents.

For 2007-2008, the Parent Resource Center has been moved once again to the former Staff Lounge, maximizing logistical efficiency and providing parents and families with a newly decorated and furnished area. Our principal is committed to enhancing parent involvement, and demonstrated it by holding our first annual Family Orientation Evening on August 16th, 2007. Approximately 32 families attended the event, sharing an Italian meal, receiving gifts donated by our Partners, and learning vital information about our new educational program.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parents with a student/parent handbook with all pertinent information on the school.	Principal, Assistant Principal, Student Services	08/20/07	06/04/08	Other/ Not Applicable	0
Solicit parents support through community meetings, church services, Chamber of Commerce meetings, Neighbors section of the Herald, El Nuevo Herald and NEWTIMES.	Principal, Assistant Principal, Community Liaison, Student Services, EESAC, Newspaper Sponsor	08/20/07	06/05/08	Other/ Not Applicable	0
Continue emphasis on in service training in the Customer Service model for staff.	Principal, Assistant Principal, Student Services, Clerical	08/16/07	08/17/07	Other/ Not Applicable	0
Continue daily support (on site) for families whose children are involved in the Juvenile Justice System by our Juvenile Court Liaison	Principal, Assistant Principal, Student Services	08/20/07	06/04/08	Other/ Not Applicable	0
Enhance access to Parent Institute classes and the Parent Portal	Principal, Assistant Principal, Student Services, Community Liaison	08/20/07	06/04/08	Parental Choice Options	0
Enhance family contacts by teachers via a revised progressive discipline program that mandates parent contact.	Principal, Assistant Principal, Student Services	08/20/07	06/04/08	Other/ Not Applicable	0
Train staff as to the utilization of "good behavior" reports to families	Principal, Assistant Principal, Student Services	08/20/07	06/04/08	Continuous Improvement Model	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal, Student Services	10/10/07	06/05/08	Alternative Education	0

Research-Based Programs

PBS-Positive Behavior Support, National PTA Standards for Family/Parental Involvement

Professional Development

The Office of Parental Involvement will sponsor Parent Academy (District sponsored) in-service classes related to cultivating parental involvement.

Evaluation

Workshop attendance rosters/PTSA Membership/School Climate Survey/EESAC Attendance Roster

Facilitation of District Site Visitations

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

To secure and protect the students, faculty, and staff at the Young Men’s Academy for Academic and Civic Development at MacArthur South

Needs Assessment

After reviewing the school safety and discipline baseline data from 2006-2007 school year, the administrative team listened to concerns from the staff regarding the connection between academic success and school wide discipline and safety. Through reinforcing strategies already in place, the tardy rate will decrease by 20%, dress code violations will decrease by 25%, serious incidents will decrease by 3%, and outdoor suspensions will decline by 3%. According to the 2006-2007 School Climate Survey 50% of student, 70% of parent, 51% staff feels safe and secure at the Young Men’s Academy for Academic and Civic Development at MacArthur South.

Beginning the 2007-2008 school year, the school will have a mandatory indoor suspension policy and a classroom designated for discipline interventions. The administrative team will focus on correcting the misbehavior by assigning service learning projects.

The school will also enforce discipline according to the Secondary Student Code of Conduct:

- Lunch Hour
- Saturday School
- Indoor Suspension
- “Make Campus Beautiful Project”

Measurable Objective

Given a school-wide emphasis on promoting the safety and orderly, student behavior will improve as evidenced by a 10 percentage point 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
Address the disciplinary needs of all students through Positive Behavior Support by be working with all teachers on how to remove disruptive students from the classroom effectively.	Principal, Assistant Principal, PBS Committee	08/20/07	06/05/08	Other/ Not Applicable	0
Address other alternatives to outdoor suspension, including Peer Mediation, Group Counseling, Individual Counseling, Solution-Focused In-School Suspension, Community-Based In School Suspension, and Saturday School.	Principal, Assistant Principal, Student Services	08/14/07	05/30/08	Other/ Not Applicable	0
Reward students at end of each week for zero infractions and improved attendance.	Principal, Assistant Principal, Activities Director, PBS Committee	08/20/07	06/05/08	Other/ Not Applicable	1500
Utilize the Alternative Education Student Self-Assessment Survey to determine student feelings, attitude and perceptions about school.	Principal, Assistant Principal, Student Services	08/20/07	06/05/08	Alternative Education	0
Address other alternatives to outdoor suspension, including Peer Mediation, Group Counseling, Individual Counseling, Solution-Focused In-School Suspension, Community-Based In-School Suspension, and Saturday School	Principal, Assistant Principal, PBS Committee	08/20/07	06/05/08	Other/ Not Applicable	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal, Administrative Assistant, PBS Committee	10/10/07	06/05/08	Alternative Education	0

Research-Based Programs

PBS-Positive Behavior Support

Professional Development

Presentations on PBS, Defusing Conflicts Series, Bullying

Evaluation

Positive Behavior Support workshops
 Student Services Counseling Request Forms
 Behavior Modification Reward Point System
 SWISS Data from PBS
 Child Study Team
 Facilitation of District Site Visitations

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

Miami-Dade County Public Schools

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

Technology Statement

Students will use the Plato and Nova Net credit recovery web-based programs to recover course credits.

Needs Assessment

1. Infrastructure

- a. Each classroom has network connections which provide access to the M-DCPS WAN and the Internet. Additional network connections are needed to accommodate the school's growing use of technology and computer-assisted instruction.
- b. Additional TVSS type electrical outlets are needed in each classroom to accommodate the school's growing use of technology and to meet School Board specifications.
- c. Wireless access is needed to provide access to the M-DCPS WAN and the Internet throughout the vast acreage of the school's campus. The Cafeteria and classroom in the Cafeteria building have limited access.

2. Hardware

- a. Each classroom has a minimum of three computer stations. In order to meet the demands of preparing the students for the FCAT each classroom should have a minimum of three computer stations.
- b. Each wing of the school should have access to a more conveniently located network printer. At the present time, Buildings 6 and 7 do not have easy access to a network printer.
- c. Additional LCD projectors are needed. At the present time, only four are available for use.
- d. A photocopy machine is needed for the buildings located on the east side of the campus.
- e. The number of computer stations in the Media Center needs to be increased to provide a computer resource area. This would allow a teacher to bring an entire class into the Media Center to complete projects requiring the use of technology.

3. Software/Training

- a. Training is needed for the instructional staff who supervise the students in the use of Plato, Nova Net, FCAT Explorer, Read 180, and GED Training,
- b. Training is needed for the instructional staff to incorporate technology-related learning and projects into their curriculum.

Measurable Objective

Given a school wide emphasis on Plato and Nova Net recovery class, the overall increase in students' GPA will improve by .05 point as evidenced in students' grade-point average and a 5 percentage point increased in overall credits.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate the use of FCAT Explorer in Language Arts and Math classes.	Principal, Assistant Principal, Language Arts and Mathematics Teachers	09/17/08	03/08/08	Other/ Not Applicable	0
Update school's website on a weekly basis.	Principal, Assistant Principal, Data Clerk	08/20/07	06/05/08	Other/ Not Applicable	0
Provide courses in Credit Recovery using Plato and Nova Net software.	Principal, Assistant Principal, Student Services, Plato Recovery Teacher	08/20/07	06/05/08	Alternative Education	0
Offer technology-related training sessions to the staff on early release days.	Principal, Assistant Principal, Professional Development Liaison	08/20/07	06/05/08	Other/ Not Applicable	0
Upgrade all technology services in all classrooms.	Principal, Assistant Principal, Computer Technician	08/20/07	06/05/08	Other/ Not Applicable	60000
Utilize district's professional development workshops that offer training in software applications.	Principal, Assistant Principal, Professional Development Liaison, Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal	10/10/07	06/05/08	Alternative Education	0

Research-Based Programs

PLATO, Nova Net

Professional Development

Information Technology Services (ITT) classes, continuous improvement plan, District's Technology Conference, FCAT Explorer, PLATO

Evaluation

The following tools will be used to evaluate the effectiveness of the use of technology:

Summary reports for each of the software programs will be used to indicate each student's progress.

Effective implementation of all software (Data reports on PLATO Recovery Class.

GPA data

Facilitation of District School Site Visitations

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

The student will learn lifelong health and fitness strategies enabling him to make wise choices now and in the future.

Needs Assessment

Students at the Young Men's Academy for Academic and Civic Development at MacArthur South need instruction in concepts related to health promotion and disease prevention, in accessing valid health information and health-promoting products and services and in understanding health enhancing behaviors and reducing health risks. 83% of the students who are enrolled in a Health/Personal Fitness or Physical Education class participated on the Fitness Gram Test. 30% of the students who participated received a distinction award.

Measurable Objective

Given the instruction based on the M-DCPS mandated FITNESSGRAM standards, students enrolled in Health and Fitness class will improve their skills as evidenced by an increase of 5 percentage points receiving an award on the Fitness Gram Test during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in Fitness Graham Testing: run/walk, sit and reach, skin-fold, trunk-lift, curl-up, push-up	Principal, Assistant Principal, Physical Education Department	08/20/07	06/05/08	Student Wellness	0
Implement School-wide Physical Fitness Week	Principal, Assistant Principal, Activities Director, Athletic Director	08/20/07	06/05/08	Other/ Not Applicable	200
Provide a Nutrition Fair	Principal, Assistant Principal, Athletic Director, Activities Director, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	300
Create charts to publicize student health and fitness gains	Principal, Assistant Principal, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Provide blood pressure, vision and hearing screenings to all students.	Principal, Assistant Principal, Athletic Director, Activities Director, Physical Education Teachers	08/20/07	06/05/08	Student Wellness	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal	10/10/07	06/05/08	Alternative Education	0

Research-Based Programs

Fitness Gram Testing

Professional Development

CPR, First AID

Evaluation

Recording scores from Pre/Post Fitness Gram Testing

Use charting devices to track students progress throughout the school year

Facilitation of District School Site Visitations

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

The students will acquire current career-related skills that will enable them to compete in the global workforce.

Needs Assessment

There is a necessity to identify and cultivate students' aptitudes and talents at the inception of 6th grade so that the school can channel student interest in a productive direction. In order to compete in a global workforce, students need to: begin planning for their future career in the 6th Grade, view and understand their options when planning their future, be technologically literate and to remain alert to current trends in the workforce

Measurable Objective

Given the instruction following the Sunshine State Standards, the number of 6th – 12th grade students enrolled in vocational and elective courses will increase their participation in Service Learning projects by 30 percentage points in the 2007-2008 and increase by 50 percentage points in career-related skills.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recruit students to enroll in vocational classes. (Recruitment Fair)	Principal, Student Services, Vocational Teachers	08/20/07	06/04/08	Secondary School Reform	0
Provide incentives for increased attendance in vocational and elective courses.	Principal, Assistant Principal, Vocational Teachers, Elective Teachers	08/20/07	06/04/08	Other/ Not Applicable	500
Implement Service Learning projects to meet curriculum objectives required by Sunshine State Standards and Secondary School Reform initiatives, in a non-traditional holistic method that is more conducive to the learning styles of the "at-risk" students.	Principal, Assistant Principal, All Teachers	10/01/07	05/30/08	Secondary School Reform	4000
Transport students into the field to gain first-hand perceptions of today's workforce.	Principal, Assistant Principal, Career Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
Provide school counselors with clear descriptions of all Special Areas and Elective classes.	Principal, Assistant Principal, Vocational and Elective Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal, Department Chair, Teachers	10/10/07	06/05/08	Alternative Education	0

Research-Based Programs

Tools Curriculum Framework, Vocational Software, Education Websites related to current workforce issues; Service Learning, NAF, Secondary School Reform

Professional Development

Inservices Conferences Institutes, Professional Memberships, Post-Secondary Technical/Vocational Schools, Advisory Committee Meetings,

Evaluation

Post-Secondary Education and Career Choices

Completion of Occupational hours

Upon return to "Home School", ensure students' vocational coursework continue to match.

Facilitation of District School Site Visitations

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

To ensure that all resource allocations are implemented effectively to increase the number of students meeting high standards on the 2008 FCAT administration.

Needs Assessment

Due to the nature and mobility factor of the students attending the Young Men’s Academy for Academic and Civic Development at MacArthur South, the most recent data supplied from the FLDOE indicates that in 2005-2006 and 2006-2007 does not show ROI values.

Measurable Objective

Young Men's Academy for ACademic and Civic Development at MacArthur South will improve the effectiveness of invested resources as evidenced by an increase of 3 percentage points in the number of students achieving at or above Level 3 in the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources or taking advantage of broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal, EESAC	08/20/07	06/05/08	Other/ Not Applicable	0
Collaborate with the district in resource allocation.	Principal, Assistant Principal, EESAC	08/20/07	06/05/08	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, EESAC	07/01/07	06/30/08	Other/ Not Applicable	0

Research-Based Programs

Department of Education (FLDOE) Return on Investment Indicators

Professional Development

Budget Training

Evaluation

Summative Data of the 2008 FCAT administration

Facilitation of District School Site Visitations

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 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"/>

Graduation (High Schools Only) Statement

To increase the graduation rate.

Needs Assessment

Graduation data for the 2006-2007 school year shows that 50% of twelfth grade students graduated by May. Six additional students graduated in August bringing the graduation total to 70%.

There is a need to: increase the overall number of students earning a high school diploma and increase the number of students graduating on time.

Measurable Objective

The overall high school graduation rate will increase by at least 1 percentage point during the 2007-2008 school year as compared to the 2006-2007 school year.

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Divide potential graduates among counselors to provide more individual support and continuity to students.	Principal, Assistant Principal, Student Services	08/20/07	06/04/08	Other/ Not Applicable	0
Utilize Choices, software, to assist students in identifying career pathways and create portfolios on-line.	Principal, Assistant Principal, Student Services	08/20/07	05/30/08	Other/ Not Applicable	0
Use of the PLATO Learning Lab and Nova Net for credit recovery.	Principal, Assistant Principal, Student Services, Plato Teacher	08/20/07	06/05/08	Other/ Not Applicable	0
Create an eight credit block schedule, with common teacher planning, in order to discuss student progress and academic needs.	Principal, Assistant Principal, Academy Teachers	08/20/07	06/05/08	Secondary School Reform	0
Instruct, advise, and monitor students on local and state requirement for graduation.	Principal, Assistant Principal, Student Services	08/20/07	06/04/08	Other/ Not Applicable	0
Utilize of Service Learning Projects to keep students engaged in school and increase community involvement.	Principal, Assistant Principal, Service Learning Coordinator, Teachers	10/01/07	05/16/08	Other/ Not Applicable	0
Monitor the attendance of potential graduates in order to reduce the number of unexcused absences.	Principal, Assistant Principal, Student Services	08/20/07	06/05/08	Other/ Not Applicable	0
Remediate students through Saturday School, homeroom tutoring, and a pull-out tutoring program.	Principal, Assistant Principal, Teachers	08/20/07	05/16/08	Other/ Not Applicable	14000
Address the disciplinary and attendance concerns through the Positive Behavior Support (PBS) team to address the behavioral and truancy issues of students.	Principal, Assistant Principal, PBS Committee, Student Services	08/20/07	06/05/08	Other/ Not Applicable	0
Utilize Personal Improvement Plans for all students to strengthen student responsibility and efforts toward improving personal and academic goals for the 2007-2008 school year.	Principal, Assistant Principal, Student Services, All Teachers, Students, Parents	09/17/07	05/16/08	Alternative Education	0
Assign students to teachers in which the most conducive testing environment and teacher/student relationship is provided to maximize student participation and performance on the 2008 FCAT administration.	Principal, Assistant Principal, Testing Chair, Student Services,	10/01/07	02/22/08	Alternative Education	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal, Student Services	10/10/07	06/05/08	Alternative Education	0

Research-Based Programs

Plato Recovery, Nova Net, FCAT Explorer, GED, Service Learning

Professional Development



School Improvement Plan 2007-2008



Plato Recovery, Nova Net, FCAT Explorer

Evaluation

1. Summative Data of the 2008 FCAT administration
2. PLATO Credit Recovery
3. Graduation Requirement Completion
4. Passing Grade of Academic Courses
5. Comparison of Percentage on Graduation Rate
6. Facilitation of District Site Visitations

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:

The ESSAC recommended using funds for student incentives such as: gift certificates to uniform store, Target, Wal-Mart, AMC Movies, and supplementary materials for FCAT. The ESSAC discussed budgetary issues throughout the 2007-2008 school year.

Training:

The ESSAC recommended professional development training in the areas needed in the School Improvement Plan as of this many teachers had the opportunity to participate in District workshops and State conferences. Additionally, training in EESAC protocols and procedure will be provided to all faculty and interested stakeholders.

Instructional Materials:

The school purchased all instructional materials.

Technology:

Partial enhancements were made at the school.

Staffing:

All instructional positions were filled for the 2006-2007.

Student Support Services:

ESSAC reviewed counseling request procedures and student services personnel provided the needed services.

Other Matters of Resource Allocation:

None

Benchmarking:

The EESAC Committee encourages the use of CIM schoolwide following an Instructional Focus Calendar for Reading, Mathematics and Science for the 2007-2008 school year.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC authorized the Positive Behavior Support(PBS)Committee to evaluate the school's safety and discipline procedures. EESAC made recommendations in the needed area to PBS.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	4000
Parental Involvement	0
Discipline & Safety	1500
Technology	60000
Health & Physical Fitness	500
Electives & Special Areas	4500
Return On Investment	0
Graduation (High Schools Only)	14000
Total	84500



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