

SCHOOL IMPROVEMENT PLAN 2007 - 2008

The English Center (7841)

Feeder Pattern - Adult/Vocational Ed.

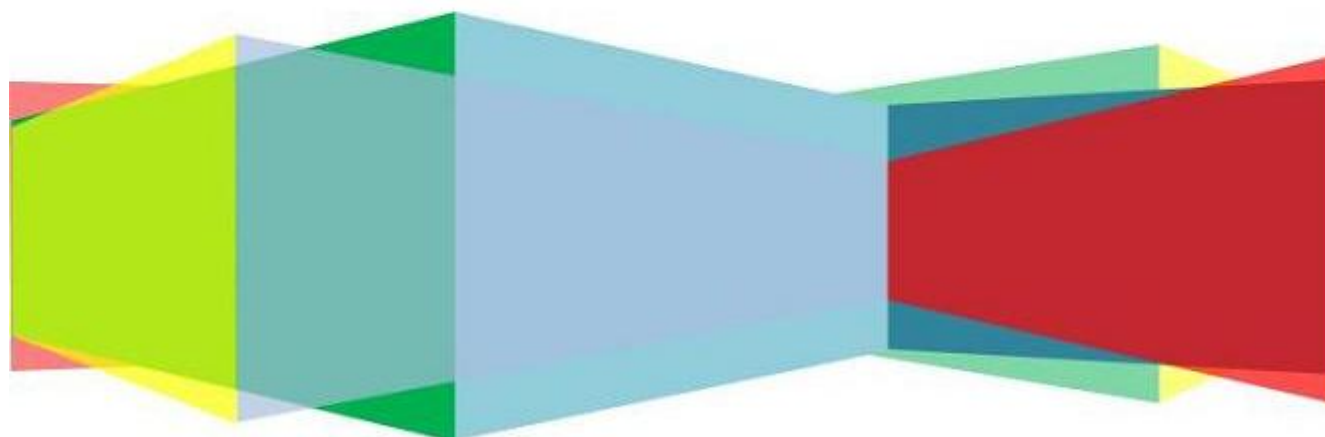
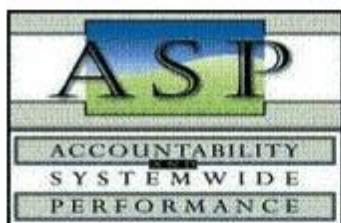
Adult/Vocational

District 13 - Miami-Dade

Principal -

Adult/Vocational Principal - Chely Rajoy-Tarpin

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

The English Center is a full-service adult and community education center, open Monday through Thursday from 8:00 A.M. to 9:30 P.M., and Friday, Saturday and Sunday from 8:00 A.M. to 4:30 P.M. The school serves more than 4,000 adult students per trimester, more than 12,000 students per year, 16 years of age and older, from more than 40 countries all over the world. These students are enrolled in seven levels of English classes, including General Educational Development (GED) courses, and applied technology programs that prepare them to enter the workplace with the necessary skills to succeed, earn a good living, and become productive members of the community. Childcare classes and a Headstart program are offered for the students and their children.

Thirty-five percent of students who meet the attendance requirements to complete the ESOL High Beginning courses, will improve their reading scores by at least one ESOL level, as evidenced by their pre- and post-CASAS results, as documented in a school-site generated printout.

Thirty-five percent of students who meet the attendance requirements to take the Test of Basic Education (TABE) in Mathematics classes in Adult Basic Education (ABE) courses will improve their mathematics scores by at least one grade equivalency level, as evidenced by their pre- and post- Test of Basic Education (TABE) results, as documented in a school-site generated printout.

Thirty-five percent of students who meet the attendance requirements to complete Language C in ABE courses, will improve their writing scores by at least one point, as evidenced by the essay rubric results, as documented in a school-site generated printout.

NOT APPLICABLE.

NOT APPLICABLE.

NOT APPLICABLE.

Sixty percent of students registered in BST classes will register for the next class in their program, as evidenced by the student persistence rate, as documented in a school-site generated printout.

NOT APPLICABLE.

Registration and completion in the online Citizenship courses will increase by 20% from August 2007 to July 2008, as evidenced by The Learning Center (TLC) registration logs, as documented in a school-site generated printout.

NOT APPLICABLE.

NOT APPLICABLE.

NOT APPLICABLE.

From the results of the Self-Assessment Survey, on a scale of 5, Strategic Planning scored 4.1, and Business Results achieved 4.2. These were the two lowest averages among the parameters measured in the survey. Therefore, these are the two main areas where The English Center has chosen to concentrate its improvement efforts this year.

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.

7841 - THE ENGLISH CENTER

VISION

The English Center is a full service adult education center that continuously provides access to challenging literacy, vocational, and community education while building learning communities designed to maximize student success.

MISSION

To develop students' academic, vocational, social, technological, physical and emotional potential in a wholesome, self-paced, supportive environment. This endeavor encourages them to become lifelong learners and contributing ethical citizens in a multicultural and changing world.

CORE VALUES

- * Character education,
 - * Moral values,
 - * Community service,
- * Professional accountability,
 - * Planet awareness,
 - * A Golden Principle:

"Do to others as you would like others to do to you"

- * A Silver Principle:

"Do not do to others as you would not like others to do to you"

School Demographics

The English Center resides on ten small buildings located at 3501 SW 28 St Miami, FL 33133, a very convenient geographical location at the heart of Miami, very close to Coconut Grove, Coral Gables, Hialeah, West Miami, Westchester, Sweetwater, South Miami, Key Biscayne, Kendall, and downtown Miami, just minutes away from the Metrorail station, US-1, I-95, and the 826 and 836 expressways.

Its faculty and staff is comprised of 52 employees with full-time positions and 196 working part-time, 92 male and 156 female, 30 white, 3 black, 213 hispanic, and 2 with other ethnicity, 4 administrators, 118 in instructional positions, 75 clerical, 7 custodians and 44 in other jobs.

Fifty-four of these employees have been employed at the school for less than one year, 82 from 1 to 3 years, 79 from 4 to 10 years, and 33 have worked at the site for more than 10 years.

Forty-seven of these employees have been employed by Miami-Dade County Public Schools (M-DCPS) for less than one year, 69 from 1 to 3 years, 80 from 4 to 10 years, and 82 have worked with the school system for more than 10 years.

School Foundation

Leadership:

More than 98% of the participants in the survey responded favorably when evaluating this indicator, which reflects an efficient leadership style (4.4 on a scale of 5).

However, there are still challenges to overcome such as expanding stakeholders' participation in the decision process. 1g: "My organization asks me what I think", with a 4.2 survey result, was the item with the lowest score within this indicator.

District Strategic Planning Alignment:

More than 95% of the participants in the survey responded favorably when evaluating this indicator, which reflects an efficient District Strategic Planning Alignment (4.1 on a scale of 5).

However, there are still problems to solve such as expanding stakeholders' awareness of all the elements involved in the school's operation. 2b: "I know the parts of my organization's plans that will affect me and my work", with a 4.1 survey result, was the item with the lowest score within this indicator.

Stakeholder Engagement:

More than 98% of the participants in the survey responded favorably when evaluating this indicator, which reflects an efficient Stakeholder Engagement (4.4 on a scale of 5).

Anyhow, stakeholders' participation in the decision-making process is still an element to improve. 3e: "I am allowed to make decisions to solve problems for my customers", with a 4.3 survey result, was the item with the lowest score within this indicator.

Faculty & Staff:

More than 97% of the participants in the survey responded favorably when evaluating this indicator, which reflects a very cohesive faculty and staff that face the overall function of the school with a team approach (4.3 on a scale of 5).

However, stakeholders' motivation might be increased with additional recognition incentives. 5d: "I am recognized for my work", with a 4.2 survey result, was the item with the lowest score within this indicator.

Data/Information/Knowledge Management:

More than 98% of the participants in the survey responded favorably when evaluating this indicator, which reflects an appropriate design of information collection to support data-driven decisions(4.4 on a scale of 5).

However, information delivery should be increased to boost stakeholders' involvement. 4f: "I get the information I need to know about how my organization is doing", with a 4.2 survey result, was the item with the lowest score within this indicator.

Education Design:

More than 97% of the participants in the survey responded favorably when evaluating this indicator, which reflects efficiency and flexibility, the key for successful survival in today's educational arena (4.3 on a scale of 5).

However, stakeholders' involvement in the decision-making process should be stressed. 6d: "I have control over my work processes", with a 4.3 survey result, was the item with the lowest score within this indicator.

Performance Results:

More than 95% of the participants in the survey responded favorably when evaluating this indicator, which reflects a very efficient school performance (4.2 on a scale of 5).

Anyhow, keeping stakeholders abreast of the school's financial means should be a priority. 7c: "I know how well my organization is doing financially", with a 3.3 survey result, was the item with the lowest score within this indicator.

Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

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

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

Reading Statement

ESOL High Beginning students will improve their reading scores.

Needs Assessment

Results from last school-year School Improvement Plan (SIP) indicate that 53% of ESOL students did not improve their reading scores.

NCLB Subgroup Target

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

Measurable Objective

Thirty-five percent of students who meet the attendance requirements to complete the ESOL High Beginning courses, will improve their reading scores by at least one ESOL level, as evidenced by their pre- and post- CASAS results, as documented in a school-site generated printout.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule Reading seminars and workshops to promote reading activities.	Media Specialist. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Help students and staff obtain Miami-Dade County Public Library cards.	ESOL teachers. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Maintain reading logs indicating reading time, number of pages read, and comments about the material read.	ESOL teachers. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Recruit students for Reading online courses.	TLC Online Chairperson. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Place students in small groups to share their reading	ESOL Teachers. Department Chairperson. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Publish monthly electronic newsletter featuring reading materials and activities.	Media Specialist. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Stress Reading software use during the ESOL Lab sessions.	ESOL Teachers. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Implement Reading prescription modules use.	ESOL teachers. ESOL Lab instructors. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0

Research-Based Programs

Core program: ALL-STAR

Supplemental programs: Hooked on Phonics, Learn More, Grammar Sense.

Professional Development

The following workshops and inservices will be scheduled throughout the 2007-2008 school year:

1. Instructional Strategies for Reading Fluency
2. Instructional Strategies for Reading Comprehension
3. Eight Ways of Knowing: Creating Multiple Intelligence Activities
4. Strategies in Phonics and Phonological Awareness

Evaluation

Pre and post CASAS test results for Language.

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

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

Mathematics Statement

Students enrolled in Mathematics in Adult Basic Education (ABE) courses will improve their mathematics scores.

Needs Assessment

Analysis of last school-year TABE results in Mathematics indicate that 62% of students registered in ABE Mathematics courses did not increase their Mathematics scores.

NCLB Subgroup Target

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

Measurable Objective

Thirty-five percent of students who meet the attendance requirements to take the Test of Basic Education (TABE) in Mathematics classes in Adult Basic Education (ABE) courses will improve their mathematics scores by at least one grade equivalency level, as evidenced by their pre- and post- Test of Basic Education (TABE) results, as documented in a school-site generated printout.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Stress focus on identified elements of School-to-Work Mathematics concepts in ABE curriculum	ABE Instructors. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Conduct staff training on best strategies on handheld calculator use.	ABE Instructors. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Get feedback from teachers and paraprofessionals about students' progress and difficulties on handheld calculator use	ABE Instructors. ABE Paraprofessionals. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Conduct end-of-trimester meetings to revise training on handheld calculator use and strategies.	ABE Department Chair. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Stress use of real-life situations in Mathematics explanations and examples in ABE courses	ABE Instructors. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Implement Mathematics prescription modules use.	ABE teachers. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Implement ongoing follow-up of student progress.	ABE teachers. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0

Research-Based Programs

Core program: PACE
Supplemental programs: CRISS strategies and Skillstutors.

Professional Development

The following workshops and inservices will be scheduled throughout the 2007-2008 school year:

1. Instructional Strategies for Real-Life Mathematics.
2. Instructional Strategies for Teaching Mathematics to Adults.
3. Eight Ways of Knowing: Creating Multiple Intelligence Activities.
4. Instructional Strategies for the manual calculator.

Evaluation

Pre and post TABE test results for Mathematics.

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

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

Writing Statement

Students enrolled in ABE Language courses will improve their writing scores.

Needs Assessment

Results from the 2006-2007 SIP indicate that 60% of the ABE Language students did not improve their writing skills.

NCLB Subgroup Target

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

Measurable Objective

Thirty-five percent of students who meet the attendance requirements to complete Language C in ABE courses, will improve their writing scores by at least one point, as evidenced by the essay rubric results, as documented in a school-site generated printout.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Include most interesting journal writing samples in the Media Center monthly electronic newsletter.	Media Specialist. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Recruit students for Writing online courses within The English Center and the community.	ABE-GED Department Chair. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Schedule Writing seminars and workshops throughout the school year.	ABE-GED Department Chair. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Interact and comment with expanding ideas on students' written reactions.	ABE Instructors. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Write reactions to reading selections and invite students to share them with classmates.	ABE Instructors. Assistant Principal. Principal.	8/20/2007	4/15/2007	Other/ Not Applicable	0
Include most interesting writing samples in The English Center newspaper (TEC Talk).	TEC Talk Editor. ABE Instructors. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0

Research-Based Programs

Core program: SuccessMaker and SkillsTutor.
Supplemental programs: PLATO, Accelerated Writer/Grammar and Spelling.

Professional Development

The following workshops and inservices will be scheduled throughout the 2006-2007 school year:

1. Writing Across the Curriculum: Step Up to Writing
2. Writing with Symbols: Features and Applications
3. Facilitating Student Learning: Writing
4. Journal Writing in the classroom

Evaluation

Pre and post results of the essay-writing rubric for ABE Language courses.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.

Measurable Objective

NOT APPLICABLE.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
NOT APPLICABLE.	NOT APPLICABLE.			Other/ Not Applicable	0

Research-Based Programs

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.



School Improvement Plan 2007-2008



Measurable Objective

NOT APPLICABLE.

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

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.



School Improvement Plan 2007-2008



Measurable Objective

NOT APPLICABLE.

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

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

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

Business Systems Technology (BST) students will continue their programs of study.

Needs Assessment

Analysis of 2005-2006 data showed that 32% of students registered in BST classes did not continue their study programs.

Measurable Objective

Sixty percent of students registered in BST classes will register for the next class in their program, as evidenced by the student persistence rate, as documented in a school-site generated printout.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Call students after three consecutive absences.	BST teachers. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Recognize and use students' previous knowledge and experience to test out, if applicable.	BST teachers. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Assign practical projects, individualized to student job if applicable.	BST teachers. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Share best retention practices among BST teachers.	BST teachers. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Revamp the Community Access Program to promote student internship and community involvement.	BST teachers. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Reschedule Orientation Sessions for all new students every term, to guarantee information dissemination about all school programs.	Activity Director. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0

Research-Based Programs

LearnKey and Certiport.

Professional Development

1. LearnKey training.
2. Certiport training.
3. Florida Technology Conference for Education.
4. Virtual University Enterprises (VUE) information workshop.
5. Prometrics information workshop.

Evaluation

Student persistence rate indicator.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.



School Improvement Plan 2007-2008



Measurable Objective

NOT APPLICABLE.

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

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Registration in the online Citizenship courses will increase.

Needs Assessment

Data in Your Hands reports show a 236% growth in Citizenship students registered since the 2002-3 term as defined by the membership hours indicator. Classroom availability is, however, an issue. Online class offerings are a logical solution.

Measurable Objective

Registration and completion in the online Citizenship courses will increase by 20% from August 2007 to July 2008, as evidenced by The Learning Center (TLC) registration logs, as documented in a school-site generated printout.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use activities designed for the Citizenship online course as Reading, Language, and Conversation exercises in regular ESOL and ABE-GED classes.	ESOL Instructors. ABE-GED instructors. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Motivate Citizenship, ESOL, and ABE-GED students to register in online Citizenship courses by means of an ongoing media and in-house advertising campaigns.	Citizenship Instructors. Assistant Principal. Principal.	8/20/2007	4/15/2008	Other/ Not Applicable	0
Continue marketing of school programs through all media: radio, TV, newspapers, etc.	School Media Liaisons. Assistant Principal. Principal	8/20/2007	4/15/2008	Other/ Not Applicable	0

Research-Based Programs

Core program: LearnKey
Supplemental program: Certiport.

Professional Development

1. In-service on new procedures for Citizenship exam.
2. Workshop on new American Citizenship exam to come into effect January 2008.
3. Training of Citizenship instructors on best strategies to conduct online Citizenship classes.
4. Workshop on technical problems behind online classes.

Evaluation

TLC registration logs.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.



School Improvement Plan 2007-2008



Measurable Objective

NOT APPLICABLE.

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

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

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 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"/>

Graduation (High Schools Only) Statement

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.



School Improvement Plan 2007-2008



Measurable Objective

NOT APPLICABLE.

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

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

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"/>

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

Other Statement

NOT APPLICABLE.

Needs Assessment

NOT APPLICABLE.



School Improvement Plan 2007-2008



Measurable Objective

NOT APPLICABLE.

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

NOT APPLICABLE.

Professional Development

NOT APPLICABLE.

Evaluation

NOT APPLICABLE.

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 Educational Excellence School Advisory Committee (EESAC) received a general overview of the school budget for the school year, and was provided an opportunity to make recommendations based on what was provided to them.

Training:

The EESAC stressed the importance of staff training to be able to keep incorporating technology into the classroom in an efficient and productive manner.

Instructional Materials:

The EESAC emphasized the importance of selecting instructional materials that focus on the improvement of listening, reading, and writing skills.

Technology:

The EESAC suggested to stress retention strategies for vocational students.

Staffing:

The EESAC supported the recruitment of new staff members to replenish the substitute bank.

Student Support Services:

The EESAC insisted on the importance of an ongoing training process for counselors and occupational specialists to guarantee the quality of program information given to students.

Other Matters of Resource Allocation:

The EESAC defined the following priorities for resource allocation:

- * software and computer upgrades to keep up with technology.
- * reschedule the orientation sessions to comply with COE requirements.

Benchmarking:

The EESAC recommended that Workforce Development issues be stressed in both the English for Speakers of Other Languages (ESOL) and vocational classes.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC stressed the importance of safety and discipline to guarantee the daily operations of the school.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Technology	0
Electives & Special Areas	0
Total	0



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