

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Academy for Community Education (8019)

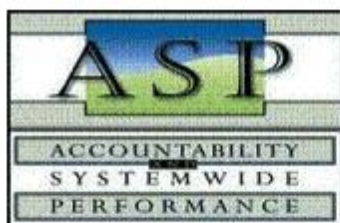
Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - Carlos Cambo

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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The Academy for Community Education (ACE) encourages a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making cadre, the Education Excellence School Advisory Council (EESAC). The school has been successful in achieving its academic goals for the 2006-2007 school year and will aim to improve performance on all objectives for the 2007-2008 school year. Our programs are aimed at encouraging both the academic and emotional success of all students enrolled. We will focus on specific programs which will assist our students in improving their academic performance in reading, writing, mathematics, and science. Furthermore, our focus will be on additional areas through which we will improve the overall climate and achievement of ACE. The school will provide an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders will be considered as an essential part of our program. The ongoing communication between the school leadership team and the stakeholders will enable us to provide educational programs that are tailored to the students' needs.

Given instruction using the Sunshine State Standards, 58% of students in grades 9 and 10 will score at Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, 62% of students in grades 9 and 10 will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction in the Sunshine State Standards and the Competency Based Curriculum, students at the Academy for Community Education will improve writing performance as evidenced by a one percentage point increase in the number of students scoring 3.5 or higher on the 2008 FCAT Writing administration.

Given instruction using the Sunshine State Standards, 31% of students in grade 11th will score at Level 3 or higher in the 2008 administration of the FCAT Science test.

Given school-wide emphasis on parental involvement, parental participation in school sponsored activities will improve by 5% increase in documented parent participation logs.

Given alternative strategies to discipline students the indoor and outdoor suspension rate at ACE will decrease 5% as evidenced by the suspension report.

Given school-wide emphasis on computer-based programs, staff and student use of technology will improve 5% in the 2007-2008 school year as compared to the 2006-2007 school year as documented by access and reports of the following: Academy of Reading, FCAT Explorer, NovaNet, Florida Virtual School and the Electronic Gradebook.

Given instruction using the National Standards for Physical Education, students in grades 9 through 12 will improve their physical fitness by 5% increase as measured by the pre and post test results of the FITNESSGRAM.

100% of 9th grade students will be enrolled in the Hospitality Career Academy.

ACE will improve its ranking on the State of Florida ROI index publication from the 6th percentile in 2005 to the 25th percentile

The results of OPIS as part of the school survey indicates that the lowest scores were gathered in the areas of Strategic Planning, Leadership, and Process Management. Both faculty and staff felt that the organization did not ask for their ideas as part of the Strategic Planning component. Stakeholders also felt undervalued or unrecognized for their work.



# 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.

## 8019 - ACADEMY FOR COMMUNITY EDUCATION

### VISION

To provide an excellent education for all students.

### MISSION

The mission of the Academy for Community Education is to provide a high quality education through development of career skills for a global society.

### CORE VALUES

Honesty, Integrity, and Respect: We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships.

Fairness and Kindness: We are committed to building positive relationships through equity and compassion which enhance the self-esteem, safety, and well-being of all our students, families, and staff.

Excellence: We pursue the highest standards in all we do.

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## ***School Demographics***

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Academy for Community Education (ACE) is located in the city of Coral Gables, Florida. The campus is comprised of two main buildings which were originally constructed in the 1920s. The official name of the building where ACE is housed is called Merrick Educational Center. Extensive renovations have been undertaken during the years. Merrick is currently going through a major construction project which includes, but is not limited to, the installation of an elevator, as well as handicapped accessible restrooms. ACE shares the building with Merrick Education Center which services seven different programs. Thus, space is at a premium.

ACE is an alternative high school (grades 9-12) which offers education to students who have been identified as being at high risk of dropping out due to habitual truancy, lack of motivation, disruptive behavior, or an extreme disinterest in school. The core values of the school focus on bringing each student as close as possible to the apex of his/her potential through high academic standards and expectations, behavior modification, and character education. Other values stem from the notions that each learner is unique, yet all children can learn; and that time for learning is essential and all teachers must be allowed to teach and all children allowed to learn. Disruptive behavior is minimal, however students who continue to disrupt the learning environment are sent to Student Services where they are counseled. Through practical academic strategies, a smaller student body, and culturally sensitive instruction and counseling, students are empowered to achieve academically and socially. Block scheduling at the Academy is designed to provide students with the opportunity to engage in active learners, to be taught on their own academic levels, and in their varied learning styles, while striving to attain established standards and benchmarks. Academically, these at-risk students are usually in need of remediation and/or other specialized services. Socially, they often come from dysfunctional families, have learned aggressive behaviors, have histories of abuse, have experienced poverty, have been without caregivers, and/or have other problems calling for special and specific counseling. Many students require "kid glove handling" due to intense sensitivity from traumatic experiences and losses. Additionally, ACE will be incorporating a Hospitality themed career academy for the 2007-2008 school year. This is part of the Secondary School Reform initiative in Miami-Dade County Public Schools.

Enrollment at ACE is approximately 100. The student body is drawn from all of Miami-Dade County and represents every major ethnic group and economic level of the county. Admission is achieved through orientation and interview of student and parents. Seniors receive a regular diploma after meeting the Florida state requirements for graduation. Critical Success Factors contributing to the achievement of the vision/mission of the Academy for Community Education include dedicated leadership and staff who are committed to the school, its philosophy of learning as the ultimate priority, and procedures that ensure the safety of the learning environment. ACE is comprised of twenty-three dedicated and talented faculty and staff members who have chosen to work with challenged and challenging young people. Four members hold master's degrees. The ethnic composition of the staff is eight Hispanic, six black, and seven white. The gender distribution is fourteen female and eight male. Several staff members have been with ACE over 10 years and have served as active participants in planning, implementing, and re-tooling the unique structure of the school program. The Educational Excellence School Advisory Council includes representatives of all stakeholders. Stakeholder input is sought in a variety of ways, such as informal surveys, individual conversations, and collaborative meetings. Innovation is encouraged and new ideas are welcomed. Currently the school is implementing an eight credit yearly schedule to facilitate credit recovery and credit acceleration. Parenting support includes providing telephone contact, administrative discussion with parents as academic or behavior problems arise, and one-to-one conferences, as well as referrals to appropriate agencies that address parenting skills and effective communication. Mail outs as well as Connect-Ed messages are sent on a regular basis to keep parents in touch with the school. Furthermore, progress reports and report cards are mailed rather than sent home with students.

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## ***School Foundation***

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### **Leadership:**

The leadership team at the Academy for Community Education (ACE) will endeavor to create a positive relationship with all stakeholders; this will undoubtedly have a direct impact and benefit on the overall climate of the school. Results of the survey yielded a score of 4.3 for this category. The highest scores on this category was exemplified by a 4.7 in answer to "I know my work location's mission (what it is trying to accomplish), as well as by a 4.6 response to the statements "My supervisor uses our work location's values to guide us," and "My work location lets me know what it thinks is most important." The lowest score in this category appeared as a 4.4; staff did not rate this question as highly as the rest because they felt that their organization did not often ask them "what they thought." The principal will employ a survey which will be administered four times during the year to address this category. The school has been able to involve all stakeholders in the day to day operation of the school by sharing all initiatives with EESAC.

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

The goals and objectives of the school include reading, mathematics, writing, science, parental involvement, discipline and safety, technology, health and physical fitness, as well as enrichment/electives. Each had to devise strategies that corresponded to the objectives. They held meetings with their departments and sought modifications to the original plan. They each submitted strategies to the administration for review and approval. The plan was then presented to EESAC for further input. A team of two teachers/staff also reviewed the plan for corrections. Results of the Miami-Dade County Public Schools OPIS survey yielded a total score of 4.2 as part of the Strategic Planning category. The highest scores in this category came as 4.3 in response to the statements, "I know how to tell if we are making progress on my work group's part of the plan", as well as, "I know the parts of my work location's plan that will affect me and my work." The lowest score on this category was 4.0 which came in response to the statement, "As it plans for the future, my organization asks for my ideas". The principal will employ both EESAC and the Leadership Team to assist with disseminating information to faculty and staff in reference to overall improvement.

### **Stakeholder Engagement:**

The administrative staff will share the results of the School Climate Survey and will hold meetings with pertinent staff to address all areas of concern. Stakeholders are satisfied with the progress of the school as it improved forty-five points on the 2006 FCAT score. The community feels that the school is safe and secure; they are also cognizant of the emphasis on academics and rigorous curriculum by faculty and staff. Results of the Miami-Dade County Public Schools OPIS survey yielded a score of 4.5 out of a possible five points in the Customer and Market Focus category. Individual scores ranged from 4.4 in answer to statement, "I know who my most important customers are" and 4.3 in response to the statement, "I keep in touch with my customers" to 4.3 in answer to the statements "I am allowed to make decisions to solve problems for my customers" and "I ask my customers if they are satisfied or dissatisfied with my work". All stakeholders have been given greater access to school operations through an active, fluid EESAC, which represents all individual groups.

### **Faculty & Staff:**

The school employs a team approach to curriculum and instruction and to the overall operation of the building. The Leadership Team, which is composed of teachers, student services, and administrators, serve to lay the ground work for all academic initiatives. Furthermore, teams of teachers work during the summer months to develop innovative plans that are presented to the faculty for implementation during the regular school year as part of Opening of School meetings. Examples of these include school-wide reading and writing initiatives, faculty in-services and workshops for early release days, and curricular initiatives including collaborative planning for all grade level and subject area teachers. Results of the Miami-Dade County Public Schools OPIS survey for the Human Resource Focus category yielded an average of 4.2 out of a possible five points. Average scores ranged from 4.2 in answer to the statements, "I can make changes that will improve my work", and "The people I work with cooperate and work as a team" to 3.9 in answer to the statement "I have a safe workplace". The principal will promote advancement by sending faculty and staff to workshops and by e-mailing and posting job openings.

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



# School Improvement Plan

## 2007-2008



Results of the 2007 FCAT administration have been shared with faculty both on an individual student basis and as part of FCAT clusters. The faculty has also been trained in how to examine the strands for reading, mathematics, and science in order to improve and monitor daily instruction. Language Arts teachers have received the statistical analysis of their writing scores and the results of both the persuasive and expository prompts. After school tutorial services targeting all students include the administration and analysis of the FORF test to each individual student. Each teacher/tutor will emphasize the areas that need remediation on an individual basis. Reading teachers will also administer the FORF test three times a year. Results will be tabulated and entered by the reading teachers in order to monitor progress and drive instruction. All teachers attend training sessions to assist them with data analysis and posting their grades on the electronic gradebook. This also serves as a constant monitoring of student progress and teacher instructional management.

Results of the OPIS survey for the Measurement, Analysis, and Knowledge Management category yielded an average score of 4.5 out of a possible five points. The survey recorded an average of 4.6 in the areas that measured analysis and quality of work. Answers also ranged from 4.3 to 4.6 in the individual areas which addressed the organization's measures of improvement as well as the dissemination of important information. Therefore, the school will continue to share all FCAT data and individual assessment data for the progress, improvement and monitoring of instruction.

### **Education Design:**

The school relies on the Continuous Improvement Model (CIM) to effectuate change and reform and drive the School Improvement Plan (SIP). The EESAC examines areas where improvement might be needed, listens to the budgetary constraints of the school, and makes recommendations and disburses monetary allocations to the school. The Leadership Team is composed of teachers, student services, and administrators. They analyze data, examine programs, and assist with the instructional focus and direction of the school. These bodies meet with their constituents and ensure the development and coordination of all instructional reforms.

Results of the OPIS survey yielded an average score of 4.1 out of a possible five points for this category. Individual scores ranged from 3.6 to 4.3. Employees gave high marks to statements such as "My organization obeys laws and regulations;" "My work products meet all requirements for high quality and excellence;" "My organization has high standards and ethics;" and "I am satisfied with my job." The lowest score was obtained with the statement, "I know how well my organization is doing financially," yielding a score of 3.6. The principal will review the budgets with the faculty and staff, as well as with EESAC, to allow for widespread knowledge and understanding of this issue.

### **Performance Results:**

An analysis of the school's Student Case Management Suspension Summary for the 2006-2007 school year has yielded data which indicates that there was 1 indoor suspension day and 454 outdoor suspension days.

Results of the survey for the Process Management category yielded an average score of 3.6 out of a possible five points. All scores ranged from 3.6 to 4.1 on the individual items. Respondents agreed with the statement "I have control over my work processes;" they also agreed with the statement, "I collect information (data) about the quality of my job". The principal will continue to address this category through faculty meetings, Early Release in-services, and regular communication to all stakeholders.





# School Improvement Plan 2007-2008



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

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**

**Schools Offering Primarily Grades 6 through 12**

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

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

The 10 guiding principles of Secondary School Redesign (SSR) at Academy for Community Education School are addressed in a variety of ways. The ways are as follows:

- Different Innovative Approaches to Instruction  
This is addressed in the strategies section of Math, Reading, Science and Writing.
- Responsibility of Teaching Reading for Every Teacher  
All teachers at ACE are CRISS trained and teach across the curriculum. This a school-district and school-wide initiative.
- Quality Professional Development for Teachers and Leaders  
This is addressed in every section of the School Improvement Plan (SIP) document.
- Small Learning Communities (SLC)  
Due to the size of the school (7 core teachers) the school, in itself, is a Small Learning Community.
- Intensive Intervention for Reading and Mathematics  
This is addressed in the Reading and Mathematics sections.
- Course Choice Based on Student Goals/Interests/Talent  
All courses at ACE are matched as closely as possible to the students' previous schedule.
- Master Schedule Based on Students' Needs  
Master Schedule is based on graduation requirements and the needs of the student population.
- Parental Access and Support  
This is addressed in the Parental Involvement Section of the (SIP).
- Applied and Integrated Courses  
Students at ACE complete projects that are taught across subject areas. Cross content teaching allows them to achieve this.
- Academic and Career Planning  
All incoming students are placed in a "transition to High School 101 course." They are also given the "Tools for Success" program. Furthermore, ACE is a career-themed academy for the 2007 – 2008 school year which helps students in their





# School Improvement Plan 2007-2008



career choices and future employment.

## Reading Goal

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

#### **Florida Education Priorities**

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

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

#### **District Strategic Plan**

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

### Reading Statement

All students will improve reading skills.

### Needs Assessment

25% of the total student population met high standards in reading, while 52% of the total student population made learning gains. The percent of Level 3 or higher increased from 23 in the 2006 administration of the FCAT Reading Test to 25 in 2007.

The mean scale score for 9th grade was 298. The mean scale score for 10th grade was 282.

All content cluster Reading scores are below District and State averages. The scores are as follows:

Words & Phrases 53% (8 out of 15 possible points), Main Purpose 57% (18 out of 32 possible points), Comparisons 50% (11 out of 22 possible points), Reference and Research 56% (12 out of 27 possible points).

All clusters are in need of improvement.

### NCLB Subgroup Target

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

### Measurable Objective

Given instruction using the Sunshine State Standards, 58% of student s in grades 9 and 10 will score at Level 3 or higher on the 2008 administration of the FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use CIM to drive instruction through an instructional Focus Calendar and assessments monitoring student achievement.	Assistant Principal; Language Arts Department Chairperson	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide Intensive Reading and Intensive Reading Plus classes to all students scoring at achievement levels 1 and 2 on the 2006 Reading FCAT.	Administrators; Language Arts Department Chairperson; Reading Department Chairperson; Reading Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide the Academy of Reading, FCAT Explorer and NovaNET to reinforce and enhance reading skills.	Administrators; Reading Department Chairperson; Technology Coordinator; Reading Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Use assessment results of the FORF Test to schedule sudents into Intensive reading Plus for fluency intervention.	Reading Department Chairperson' Reading Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Access and provide to reading and language teachers, individual reading skills deficiency data for Level 1 students to facilitate instructional planning addressing FCAT reading skill areas (words and phrases, main idea, author's purpose, making comparisons, and the utilization of reference and research skills).	Administrators: Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide supplementary reading instruction to students through paraprofessional support staff and tutorial reading activities.	Administrators: Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Require teachers to utilize CRISS strategies and Reciprocal Teaching strategies in Reading classes.	Administrators: Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	4000
Provide enrichment to all students at or above grade level in reading.	Administrator: Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	2000
Meet and confer with students and their families to review student needs and conduct "test talks".	Administrator: Language Arts Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Facilitate District School Site visitations each semester to support the implementation of the SIP.	Administrator: Language Arts Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Use the Reading Coach to model reading across the curriculum for all teachers.	Administrators: Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	200
Implement an after school tutoring program.	Administration; Tutoring Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	3000

### Research-Based Programs

1. The Academy of Reading
2. McDougal-Littell
3. Reading and Writing Source book

### Professional Development



# School Improvement Plan

## 2007-2008



Professional development of teachers will include training in data analysis, Creating Independence through Student-owned Strategies (CRISS), and writing across the content areas. Curriculum mapping and cross-curriculum planning will also be implemented. Specific inservices focusing on reading strategies, and use of Academy of Reading, will also be offered.

### **Evaluation**

The school will utilize the summative results of the Florida Comprehensive Assessment Test (FCAT) Reading. The school will also use the diagnostic measure of the FORF test for all students scoring at FCAT achievement levels 1 and 2. Quarterly reading tests will be administered to all students and will be differentiated by grade level and benchmarks covered. These will be graded through Edusoft in order to provide teachers with an accurate analysis of each individual student's areas of weakness.

## Mathematics Goal

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

#### **Florida Education Priorities**

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

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

#### **District Strategic Plan**

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

### **Mathematics Statement**

All students will improve in mathematics.

### **Needs Assessment**

44% of the total student population met high standards in mathematics. Three percent of 9th and 10th grade students scoring at Level 1 or higher increased from 36 in the 2006 administration of the FCAT Mathematics Test to 44 in 2007.

The mean scale score for 9th grade was 287. The mean scale score for 10th grade was 305.

All content cluster math scores are below District and State averages. The scores are as follows:

- a) Number Sense - 47% (9 out of 19 possible points)
- b) Measurement - 35% (6 out 17 possible points)
- c) Geometry - 28% (7 out 25 possible points)
- d) Algebraic Thinking - 33% (8 out of 24 possible points)
- e) Data Analysis - 32% (6 out of 19 possible points)

All clusters are in need of improvement.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards, 62% of students in grades 9 and 10 will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create Intensive Mathematics classes for all students who score at FCAT Levels 1 and 2.	Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	0
Contact parents of individual students not meeting benchmarks through a progress report with areas of completion/non-completion generated by the classroom teacher on quarterly basis.	Adminstrators; Mathematics Department Chairpersons; Mathematics Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Involve teachers in on-going data-driven decision making by providing them with all available data to enable an analysis of the progress of their students.	Administrators; Mathematics Department Chairperson	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide access to the after school tutoring program to remediate areas of deficiency, focusing on Data Analysis and Measurement. Tutoring will also be offered to students in Advanced Academics.	Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	3000

### Research-Based Programs

1. McDougal Littell
2. Prentice Hall
3. FCAT Explorer
4. Kaplan
5. Amsco

### Professional Development

1. Data analysis; linking data to instruction
2. FCAT Explorer
3. Creating Independence through Student-owned Strategies (CRISS)
4. Continuous Improvement Model

### Evaluation

The success of this objective will be measured by results on the mathematics portion in the evaluation of the summative 2008 FCAT. Students' achievement will also be monitored through formative quarterly grade level/subject areas assessments. Teachers will also utilize research-based software to diagnose and monitor progress in 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**

#### **District Strategic Plan**

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

### **Writing Statement**

Students at the Academy for Community Education will achieve proficiency in writing skills as measured by a 1% point increase in the number of students attaining a score at or above 3.5 on the 2007 FCAT Writing administration. All students will be able to incorporate the following elements in their writing; focus, organization, support, and conventions. All students will be able to communicate effectively through writing.

### **Needs Assessment**

The percent of ninth grade students scoring at 3.5 and above increased from 77% to 88%. The mean score increased from 3.7 in 2006 to 4.1 in 2007.

Analysis of FCAT data yielded that students received a mean score of 4.2 in the Expository prompt; however, the mean score for the Persuasive prompt was 4.1.

### **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 in the Sunshine State Standards and the Competency Based Curriculum, students at the Academy for Community Education will improve writing performance as evidenced by a one percentage point increase in the number of student scoring 3.5 or higher on the 2008 FCAT Writing administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with monthly writing prompts and allow them to use peer review as well as on-line rubrics for assessment that meet the Sunshine State Standards.	Administration; Language Arts Department Chairperson; ESE Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement quarterly writing assessments using the rubric that follows state standards.	Administration; Language Arts Department Chairperson; ESE Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills through daily instruction.	Administration; Language Arts Department Chairperson, ESE Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement monthly timed writings through expository and persuasive prompts as part of the midterm exam to increase students' ability to write highly proficient essays.	Administration: Language Arts Department Chairperson, ESE Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement the use of writing strategies across the curriculum.	Administration/ Staff	8/20/2007	6/05/2008	Other/ Not Applicable	0
Prepare 10th grade students for the FCAT Writing administration by providing diversified expository and persuasive prompt writing exercises in both language arts and content area classes.	Administration: Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide writing practice through students recording their responses and thoughts in learning logs or journals.	Administration: Language Arts Department Chairperson, ESE Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Familiarize students with writing samples having scores of 3.5 or higher for modeling purposes.	Administration: Language Arts Department Chairperson, ESE Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Prepare students on the techniques of writing short and extended responses, by emphasizing sentence completion, the use of topic sentences, supporting details, descriptive language, words in context, and the preparation of complex sentences.	Administration: Language Arts Department Chairperson, ESE Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Develop and implement an advanced writing class.	Administration; Language Arts Department Chairperson; ESE Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	5000
Implement weekly teacher directed lessons which include the following: sentence expansions, one sentence summaries, self-evaluations, peer editing, and journals to improve writing skills.	Administration: Language Arts Department Chairperson; ESE Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0

### Research-Based Programs

The Reading and Writing Sourcebook by Houghton Mifflin and the Interactive Reader Plus Program by McDougal Littell.



# School Improvement Plan 2007-2008



## **Professional Development**

1. Professional Staff Development training in writing across the curriculum.
2. Professional Staff Development training on the techniques of writing and using the Florida Writes! Fcat scoring rubric across the curriculum.

## **Evaluation**

Utilize District Approved Quarterly prompts as assessment. Administer 2008 Florida Writes! FCAT Assessment.

### Science Goal

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

**Florida Education Priorities**

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

**Miami-Dade County Public Schools**

**District Strategic Plan**

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

**Science Statement**

All student will improve their scientific knowledge.

**Needs Assessment**

The mean scale score on FCAT science was 251.

Analysis of the FCAT Science data reveals that the percent of correct answers on the individual clusters increased for Earth/Space, Life/Environment, and Scientific Thinking. The percent of correct answers on the Earth/Space content cluster was 42%. The percent of correct answers on the Life/Environmental content cluster was 33%. The percent of correct answers on the Scientific Thinking content cluster was 36%. In addition, the percent of correct answers on the Physical/Chemical content cluster 23%.

Earth and Space Science improved in 2007 all the other cluster are fairly stable. They are still below State and District averages.

- a) Physical and Chemical Sciences - 23% (3 out of 13 possible points)
- b) Earth and Space Sciences - 42% (5 out of 12 possible points)
- c) Life and Environmental Sciences - 33% (4 out of 12 possible points)
- d) Scientific Thinking - 36% (5 out of 14 possible points)

All clusters are in need of improvement.

### Measurable Objective

Given instruction using the Sunshine State Standards, 31% of students in grade 11th will score at Level 3 or higher in the 2008 administration of the FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the daily use of process skills through group work in writing, technology, and inquiry based thinking skills for 11th grade science classes to monitor mastery of Sunshine State Standards.	Administrators; Science Department Chairperson and Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Emphasize the Sunshine State Standards in all science classes on a daily basis.	Administrators; Science Department Chairperson and Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide and encourage professional development activities on a monthly basis which strengthen the teachers' skills and science strategies which assist students in meeting Sunshine State Standards.	Administrators.	8/20/2007	6/05/2008	Other/ Not Applicable	1000
Increase all students' participation in science hands-on activities and laboratory work by conducting weekly experiments/observations that will lead students towards mastery of the Sunshine State Standards.	Administrators; Science Department Chairperson and Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	60000

### Research-Based Programs

1. Prentice Hall
2. Glencoe/McGraw-Hill
3. FCAT Explorer

### Professional Development

1. Data analysis: Linking data to instruction
2. Creating Independence through Student-owned Strategies (CRISS)
3. Instructional Focus Calendars
4. Continuous Improvement Model

### Evaluation

Performance in science will be evaluated by scores on the 2007 administration of the summative FCAT science test. District wide formative quarterly assessments will be used to monitor progress in all 10th and 11th grade science classes. Data will be collected and analyzed through Edusoft.

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

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

### Parental Involvement Statement

The school will provide increased opportunities for parents.

### Needs Assessment

A large number of parents from the Academy for Community Education community are employed in more than one job, with limited spare time to attend to their children's academic and social activities. Furthermore, almost all of the students are transported by bus.



### Measurable Objective

Given school-wide emphasis on parental involvement, parental participation in school sponsored activities will improve by 5% increase in documented parent participation logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parents with strategies that can be used at home to support academic achievement through print and verbal information given out during weekly parent/teacher conferences and meetings.	Administration: Guidance	8/20/2007	6/05/2008	Other/ Not Applicable	0
Encourage parental involvement by offering invitations/referrals to the Parent Academy.	Administration	8/20/2007	6/05/2008	Other/ Not Applicable	0
Conduct quarterly EESAC meetings to provide updates to parent and community representatives about school improvement efforts.	Administration	8/20/2007	06/05/2008	Other/ Not Applicable	0
Provide parents with strategies through the Student Services department that will assist with information regarding student progress and graduation requirements.	Administrators; Technology Coordinators	8/20/2007	6/05/2008	Other/ Not Applicable	0
Develop and implement a PTSA.	Administrator	8/20/2007	6/05/2008	Other/ Not Applicable	0

### Research-Based Programs

1. Families Building Better Readers

### Professional Development

1. Quarterly EESAC Meetings
2. Workshops from the Student Services/Administration personnel as part of Open House.

### Evaluation

1. Workshop attendance roster.
2. EESAC attendance roster.
3. Open House attendance roster.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

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

### **Discipline & Safety Statement**

The Academy for Community Education (ACE) will provide a safe and disciplined environment for all students.

### **Needs Assessment**

The 2006-2007 ACE suspension report documented 454 outdoor suspension days and 1 indoor suspension day.

### Measurable Objective

Given alternative strategies to discipline students the indoor and outdoor suspension rate at ACE will decrease 5% as evidenced by the suspension report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
The "Grid System", a behavior modification system, will be utilized to reinforce positive student behavior.	Administrators: Guidance Counselor	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement the High School 101, an orientation program for 9th grade students.	Administrators: Guidance Counselor	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement a peer mediation program through student aides which will be trained in daily application of conflict resolution strategies.	Administrators: Counselor	8/20/2007	6/05/2008	Other/ Not Applicable	0
Hold students after school once a week to address minor behavior infractions.	Administrators: Program Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	1000
Conduct counseling sessions on a weekly basis that will be provided for any student who incurs a written referral for discipline.	Administrators: Guidance Counselor	8/20/2007	6/05/2008	Other/ Not Applicable	2000

### Research-Based Programs

1. Review of Educational Research, Vol.66, No.4 - Conflict Prevention & Peer Mediation National Findings. Peer Mediation is used to reinforce positive behavior to improve overall discipline in the school.

### Professional Development

1. A classroom management in-service will be held on an early release day.
2. Teachers with a high number of referrals will be offered additional assistance through district training opportunities on classroom management and through mentoring provided by professional growth team.

### Evaluation

The outcome of these alternative strategies will be documented by comparing the 2007-2008 indoor and outdoor suspension rate to the 2006-2007 suspension rate.

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

### **Technology Statement**

Increase the use of technology by both students and staff.

### **Needs Assessment**

Survey indicates students and staff need to become more knowledgeable in the use of technology.

### Measurable Objective

Given school-wide emphasis on computer-based programs, staff and student use of technology will improve 5% in the 2007-2008 school year as compared to the 2006-2007 school year as documented by access and reports of the following: Academy of Reading, FCAT Explorer, NovaNet, Florida Virtual School and the Electronic Gradebook.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the number of technology staff development activities.	Administrators: Technology Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Increase students in Florida Virtual School.	Administrators: Guidance Counselor	8/20/2007	6/05/2008	Other/ Not Applicable	0
Establish and implement a credit recovery program thru NovaNET	Administrators: Ms. Mclaughin	8/20/2007	6/05/2008	Other/ Not Applicable	5000
Increase the assignment of intensive reading and mathematics classes to computer labs on a mandatory weekly basis for computer assisted instruction.	Administrators: Technology Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	20000
Increase the use of the Academy of Reading by Level 1 and Level 2 students.	Administrators: Technology Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	20000
Continue implementation of the Electronic Gradebook.	Administrators: Gradebook Manager	8/20/2007	6/05/2008	Other/ Not Applicable	5000

### Research-Based Programs

1. Academy of Reading
2. Virtual School
3. NovaNET

### Professional Development

In house staff development activities will be conducted both formally and informally on the use of the listed computer programs. The activities will be conducted by the computer specialists and other computer proficient staff members.

### Evaluation

The improvement in the use of technology will be measured by student usage reports of the Academy of Reading, NovaNET, Virtual School and FCAT Explorer. Staff usage will be measured by successful use of Electronic Gradebook .

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

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

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

The school will promote the overall health and fitness of students.

### ***Needs Assessment***

To properly assess both student fitness performance and programmatic success, it is recommended that the school administer a pre- and post test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.



### Measurable Objective

Given instruction using the National Standards for Physical Education, students in grades 9 through 12 will improve their physical fitness by 5% increase as measured by the pre and post test results of the FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer the FITNESSGRAM fitness test twice a year to all students and compile and analyze data on a pre-post test format.	Administrators: Physical Education Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Train students for muscular endurance, muscular strength, cardiovascular efficiency and flexibility.	Administrators: Physical Education Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities on a daily basis through observation.	Administrators: Physical Education Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0

### Research-Based Programs

1. National Standards for Physical Education, which identify what students should know and be able to do as a result of quality, daily physical education programs.
2. FITNESSGRAM test.

### Professional Development

The physical education teacher will receive training in the FITNESSGRAM test program. The physical education teacher will be encouraged to attend district inservices and workshops.

### Evaluation

The school will administer the FITNESSGRAM, health related fitness test to all students. Preliminary data will be gathered as part of a pre-test to establish a baseline. Final data will be gathered as part of the post-test.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

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

Establish and implement a career academy.

### ***Needs Assessment***

The school has seen a decline in enrollment in elective courses.

### Measurable Objective

100% of 9th grade students will be enrolled in the Hospitality Career Academy.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer two semesters of introduction to Hospitality Management technology.	Administrators: Technology Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Offer two semesters of High School 101	Administration: Technology Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	5000
Offer 10 sections of computer/technology/vocational education.	Administration: Technology Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	5000

### Research-Based Programs

1. National Academy Foundation
2. ASVAB
3. Florida Choices

### Professional Development

The elective teachers are encouraged to attend district meetings and in-services. They are also encouraged to complete technology-based in-services which will assist with the development of curriculum and instruction.

### Evaluation

100% of 9th grade students will take a semester of High School 101 and be enrolled in the Hospitality Career Academy.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

### **Return On Investment Statement**

The Academy for Community Education (ACE) will rank at or above the 25 percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its program.

### **Needs Assessment**

The most recent data supplied from the Florida Department of Education indicates that ACE ranked at the 6th percentile on the State of Florida ROI index for the 2005-2006 school year. Therefore, there is a need to improve this ranking.

### Measurable Objective

ACE will improve its ranking on the State of Florida ROI index publication from the 6th percentile in 2005 to the 25th percentile

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal, Department Chairs	8/20/2007	6/05/2008	Other/ Not Applicable	0
Use purchased programs effectively and increase student participation.	Principal, Assistant Principal, Instructional personnel	8/20/2007	6/05/2008	Other/ Not Applicable	0
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal, Department Chairs, all Instructional personnel	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide strategies to parents for their student's academic improvement.	Principal, Assistant Principal, Department Chairs, All Instructional personnel	8/20/2007	6/05/2008	Other/ Not Applicable	0
Identify lowest quartile students, in reading and/or mathematics early and provide additional assistance.	Principal, Assistant Principal, All Instructional personnel	8/20/2007	6/05/2008	Other/ Not Applicable	0

### Research-Based Programs

Department of Education Return on Investment Indicators.

### Professional Development

The principal will offer on-going budget status workshops to both faculty and staff through meetings and training sessions.

### Evaluation

ACE will show progress toward reaching the 25th percentile as evidenced on the Return On Investment (ROI) index report for the 2007-2008 school year.

**EESAC Compliance**

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

**Budget:**

EESAC has full knowledge of the total amount of money which they have in their account; the current total is \$3,193.00. The Council accepts proposals from faculty and staff and decides funding based on specific needs, areas being serviced, and number of students impacted. EESAC has also listened to the budgetary constraints and school budget deficit which have been outlined by the principal.

**Training:**

The principal has trained EESAC members on school budget. The assistant principal has also trained members on the School Improvement Plan and overall data analysis. All members are kept abreast of all different initiatives pertaining to the school.

**Instructional Materials:**

EESAC is aware of the instructional materials used by all teachers in the classrooms. Student Council members who sit on EESAC are also aware of the materials employed for classroom instruction.

**Technology:**

EESAC is aware of all the technology initiatives implemented by the school.

**Staffing:**

EESAC has been made aware of the Staffing Authorization for the school. They have been trained by the principal on budgetary constraints and on the decisions involved in keeping all instructional personnel on staff. The principal has explained to the committee his commitment to curriculum and instruction through the acquisition and retention of personnel.

**Student Support Services:**

EESAC members have been made aware of extended tutorial services for students. This program has been offered as part of the community school support of the general education program. The students services personnel also supports students through academic and personal counseling, career goals, and transitional high school activities for ninth grade students.

**Other Matters of Resource Allocation:**

Teachers have approached EESAC with several matters for which they seek monetary support. EESAC has supported several initiatives through the allocation of funds for both individual teachers as well as the school as a whole.

**Benchmarking:**



# School Improvement Plan 2007-2008



EESAC has been made aware of all the different academic initiatives and programs which assist students in meeting all benchmarks in the areas of reading, writing, mathematics, and science. Teachers work toward the development and implementation of these benchmarks through their daily lesson plans and the implementation of the Continuous Improvement Model.

## **School Safety & Discipline:**

The school Discipline Committee meets weekly. They meet to review the overall climate of the school as it pertains to safety. The School Climate Survey for the 2005-2006 school year yielded that 80 percent of parents stated that their child's school was safe and secure.

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### ***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	9200
Mathematics	3000
Writing	5000
Science	61000
Parental Involvement	0
Discipline & Safety	3000
Technology	50000
Health & Physical Fitness	0
Electives & Special Areas	10000
Return On Investment	0
<b>Total</b>	<b>141200</b>





# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

\_\_\_\_\_  
*Region Superintendent*