

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Jan Mann Opportunity Education Center (8101)

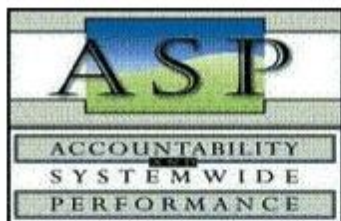
Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - Deborah Carter

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

The administration, faculty, and staff at Young Women's Academy for Academic and Civic Development (YWAACD) at Jan Mann Opportunity School are dedicated to providing young women with an optimal education. Through the Board approved redesign of Jan Mann Opportunity School, (Highways to Success Initiative), Jan Mann Opportunity School will be a single gender academy for girls grades six through twelve beginning the 2007-2008 school year. YWAACD at JMOS is an alternative education center that caters to the various needs of students who find it difficult to adjust to the regular school environment. YWAACD at Jan Mann Opportunity School is located in Northwest Miami Dade County and is a small educational setting that includes approximately 100 students of multi-ethnic, and low and middle economic backgrounds. The students are either administratively or voluntarily assigned due to lack of attendance and/or noncompliance with Miami-Dade County Public Schools (MDCPS) Code of Student Conduct. The student teacher ratio is 15:1. An assessment of the 2007 FCAT data reveals 88% of the student population is currently at a Level 2 or below in reading, 7% are at a Level 3 in reading and 4% are at a Level 4 in reading. 89 % of the student population is currently at a Level 2 or below in mathematics, 9% are at a Level 3 in mathematics and 2% are at a Level 4 in mathematics. The primary objective of YWAACD at Jan Mann Opportunity School is not only to change the negative behaviors and attitudes of the disruptive, disinterested, and truant students but to also provide support for individual needs and desires. To meet the special needs of the school population, YWAACD at Jan Mann Opportunity School has implemented the Secondary School Reform. The academic academies include: Fashion Design, Education, and Small Business Entrepreneurship providing professional certification tracks, leading to post-secondary job placement. In addition, the school provides positive interaction and motivational programs, group and extensive one-on-one counseling as well as rewards and incentives to reinforce positive behavior and develop social skills. YWAACD at Jan Mann Opportunity School, in cooperation with the community, specifically Florida Memorial University and Antioch Missionary Baptist Church will help prepare the students for success in the home and community. Through comprehensive and rigorous curricula, young women will become global citizens endowed with high expectations for contributing to the international economy.

Given instruction based on the Sunshine State Standards, students in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, African American students in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of student scoring at or above Achievement level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Hispanic students in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Students with Disabilities in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, the lowest 25% of students in all grades will make learning gains as evidenced by the results of the 2008 administration of the FCAT Reading.

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

Given instruction based on the Sunshine State Standards, students in grades 6-12 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, African American students in grades 6-12 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, Hispanic students in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades 6-12 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, the lowest 25% of students in all grades will make learning gains on the 2008 administration of the FCAT Mathematics.

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

Given instruction using the Sunshine State Standards all students will increase their writing skills as evidenced by 91% of students scoring 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards all students will increase their content knowledge and scientific thinking skills as evidenced by 32% of students scoring on or above Achievement Level 3 on the 2008 administration of the FCAT Science Test.

A review of parent logs indicated that fewer than 25 of our parents participated in at least one parent involved activity during the 2006-2007 academic school year. There is a need to increase parental involvement by 5% by inviting parents to attend the school parent resource center, other parent related activities, and on a voluntary basis.

Reduce the number of disruptive behaviors at The Young Women's Academy for Academic and Civic Development at Jan Mann by 5% for the 2006-2007 school as evidence by the Student Case Management Report which will ensure a safe learning environment.

Given instruction students in Grades 6-12 will increase their use of technology skills by 10% when the 2006-2007 school year is compared to the 2007-2008 school year.

Given instruction based on the current M-DCPS secondary requirements in health and fitness, at least 80% of students in grades 6-12 will gain an increased awareness and understanding of health and fitness and its importance through participating in a wide variety of events and activities relating to health and fitness as evidenced by the results of a pre and post health and fitness survey.

Given the participation in the Secondary School Reform, (SSR) 100% of 9th graders will enroll in career classes offered in the 2007-2008 school year.

Young Women's Academy for Academic and Civic Development at Jan Mann Opportunity School will improve its ranking on the State Return on Index data publication on the next publication.

Given emphasis on the importance and benefits of graduating from high school, the graduation rate will increase one percent during the 2007-2008 school year.

Under the Secondary School Reform Initiation, YWAACD at Jan Mann Opportunity School first graduation will be for the 2007-2008 school year.

Young Women's Academy for Academic and Civic Development at Jan Mann Opportunity School is alternative educational centers that cater to the various needs of young women who are maladaptive in the traditional school setting.

The 2007 Organizational Performance Improvement Snapshot results indicate that the YWAACD at JMOS through the Educational Excellence School Advisory Committee is dedicated to forming community alliances. Florida Memorial University, Antioch Missionary Baptist Church, Nova Southeastern University and the Miami Dolphin Football Players have also committed to assist with the school in the 2007-2008 school year to form additional community alliances.

In the category of Strategic Planning the item "As it plans for the future, my work location asks for my ideas" posed the most challenge. In an effort to address the challenges in this category, administrative meetings have been regularly scheduled with faculty input listed as a top agenda item. Our school wide priorities and objectives are outlined in our School Improvement Plan which is accessible to parents, guardians, students and stakeholders who wish to identify and comprehend the purpose of this center as it relates to the total welfare of students. Our mission is to provide a positive learning environment where young women are motivated to learn new strategies for overcoming dysfunctional interpersonal patterns and to improve academically, socially, and vocationally so that they may, without difficulties, become productive members in an emerging global economy.



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.

8101 - JAN MANN OPPORTUNITY EDUCATION CENTER

VISION

The Young Women's Academy for Academic and Civic Development at Jan Mann Opportunity School sees our Young Women emerging into the world as holistic, culturally tolerant citizens who can contribute, compete and acquire the unique skills critical to becoming world class citizens in an international economy.

MISSION

The mission of Young Women's Academy for Academic and Civic Development at Jan Mann Opportunity School is to provide a positive learning environment where young women are motivated to learn new strategies for overcoming dysfunctional interpersonal patterns and to improve academically, socially, and vocationally so that they may, without difficulties, become productive members in an emerging global economy.

CORE VALUES

Young Women's Academy for Academic and Civic Development at Jan Mann Opportunity School is committed to the educational excellence of young women via the delivery of innovative pedagogical approaches that raise the academic achievement of students in core academic areas across the curriculum. In addition, the school provides positive interaction and motivational programs, group and extensive one-on-one counseling as well as rewards and incentives to reinforce positive behavior and develop social skills. Young Women at YWAACD at Jan Mann Opportunity School will become global citizens endowed with high expectations for contributing to the international economy.

School Demographics

Young Women's Academy for Academic and Civic Development (YWAACD) at Jan Mann Opportunity School is an alternative education center, located in Northwest Miami Dade County. The school was established in 1967 and relocated in 1996 to its present location to accommodate 350 students. It is a breathtaking facility which sits on 10.33 acres next door to Florida Memorial University. YWAACD at Jan Mann Opportunity School is small educational setting that includes approximately 100 female students of multi-ethnic, and low and middle economic backgrounds that are administratively or parentally assigned due to various problematic conditions within the traditional school. Students who attend YWAACD at Jan Mann Opportunity School are in Grades 6-12 and reside in the areas north of Flagler Street to the Dade-Broward County Lines and from Collins Avenue West to Hialeah Gardens. In conjunction with a leading emphasis on academic achievement, another objective of YWAACD at Jan Mann Opportunity School is not only to change the negative behaviors and attitudes of the disruptive, disinterested, and truant students but also to provide the necessary support and enrichment to meet each student's individual needs. YWAACD at Jan Mann Opportunity School has established unique academic programs in which young women move at their own pace, providing opportunities to achieve success and be returned back to the traditional school setting as responsible and well adjusted students. YWAACD at Jan Mann Opportunity School, in cooperation with the community, parental and governmental organizations, prepares the students for success in the home and community. Although the school population changes constantly, the school's demographics report from 2007 reflects a 91% African –American, 7% Hispanic and 2% Anglo Saxon student population.

YWAACD at Jan Mann Opportunity School employs a total of 60 full time employees. Of this group, 39 are instructional staff, and 21 are non-instructional staff members. The staff demographics are 93% African-American, 6% Hispanic and 1% white. The uniqueness of YWAACD at Jan Mann Opportunity School is a small population; therefore, young women have an opportunity to gain additional instruction as well as remediation. In addition, YWAACD at Jan Mann Opportunity School is a full service center with a dynamic Student Services Department which includes the following members: Grade Level Counselors, School Social Worker, School Psychologist, Career Specialist, Behavior Management Teacher, and a SCSI instructor. Moreover, 42% of the instructional staff has advanced degrees with an average of ten years of teaching experience in Florida.

The student services staff follows a unique support process for incoming students. The process includes an initial one-on-one counseling session with parents and students upon registration to sign contracts committing to excellent behavior and academic effort upon their matriculation. Students also participate in a half-day orientation session through the Center for Orientation Planning and Evaluation (COPE) to orient them to the school's objectives. Students are placed on an academic, behavior and attendance contracts simultaneously, student services staff focuses on strategies for changing those circumstances that lead to poor academic achievement, low self-esteem, and excessive absenteeism.

To meet the special needs of the school population, YWAACD at Jan Mann Opportunity School is a participant in the Secondary School Reform Initiative. The academic academies include: Fashion Design, Education, and Small Business Entrepreneurship which provides professional certification tracks, leading to post-secondary job placement. In addition, the school provides positive interaction and motivational programs, group and extensive one-on-one counseling, rewards and incentives to reinforce positive behavior and develop social skills.



School Improvement Plan 2007-2008



School Foundation

Leadership:



School Improvement Plan

2007-2008



Results of the Spring 2007 Organization Performance Improvement Snapshot (OPIS) indicate that the Leadership category is the strength of the school. 78% of the staff completed the survey with 93% of responses in agreement of 4.0 and above. An item analysis of the leadership category reveals the following:

97% of the respondents agreed with the statement "I know my work location's mission (what it is trying to accomplish)."

96% of the respondents agreed with the statement "My supervisor creates a work environment that helps me do my job."

96% of the respondents agreed with the statement "My supervisor uses our work location's values to guide us."

95% of the respondents agreed with the statement "My work location's supervisor shares information about the work location."

Deborah A. Carter, Principal

Deborah A. Carter has been an educator for twenty years. She served ten years as a classroom teacher and eight years as an assistant principal. This is her third year as principal of Jan Mann Opportunity School. Mrs. Carter is certified in Mathematics, Business and Educational Leadership. She is currently pursuing a Doctoral Degree in Educational Leadership; she has a Master's degree in Educational Leadership and Bachelor's degree in Business Management Organization. She stays abreast of current educational issues through memberships in professional organizations and reading professional literature. She has also participated in numerous workshops, in-services, seminars, and professional growth activities throughout her career.

As a classroom teacher, Mrs. Carter was always at the forefront of curriculum innovation in order to have a positive impact on student achievement. She developed and implemented an individualized curriculum in mathematics that involved frequent assessments. Mrs. Carter's curriculum had such an impact on student achievement that she was selected by the Miami Dade County School District as their runner-up for Teacher of the Year in 1997.

As an Assistant Principal, she was given the responsibility of student achievement and instructional improvement in a high school which improved from a "D" to a "C". After her second year in this leadership position, the school's grade improved from a C to a B.

In her role as principal, Mrs. Carter is building on her success as an assistant principal for student achievement and instructional improvement. She has spearheaded the instructional reform program at Young Women's Academy for Academic and Civic Development at Jan Mann Opportunity School in order to see improvement in student achievement. Ms. Carter has successfully communicated her vision of high expectations to students, faculty, and staff.

Principal Carter has moved the school towards institutional changes by presenting a clear and precise plan of action for improving student achievement. Her plan involves a highly individualized focus of instruction for students and an infusion of reading across the curriculum. She actively encourages staff and parents to assume an active role in the education of all students. She diligently works to provide professional growth and development activities that are driven by the identified weaknesses reflected in student performance data.

Yolanda D. Green, Assistant Principal

Yolanda Green has been an educator for fifteen years. She is certified in English and Educational Leadership. She has a Master's degree in English and a Bachelor's degree in Political Communication. Ms. Green is pursuing her Doctorate of Education in Organizational Leadership at Nova Southeastern University and will complete her studies in January, 2008. Ms. Green stays abreast of current educational initiatives through membership in professional organizations, researching current data, and reading professional literature. She is also involved in professional organizations and attends numerous workshops, seminars and professional growth activities.

She served ten years as a classroom teacher and four years as assistant principal. This is Ms. Green's second year at Young Women's Academy for Academic and Civic Development at Jan Mann Opportunity School.

As an administrator, Ms. Green marches to a different drum. She is a visionary with an eclectic approach to education. She thinks outside the box, while aligning her vision with the mission of the district.

As a classroom teacher, Ms. Green was determined to leave indelible imprint on each child's heart and mind... imprints which extend beyond their educational experience, she prepared them to meet the challenges of the 21st Century.

As an assistant principal, Ms Green has had an immeasurable range of duties and is currently the principal's designee.

District Strategic Planning Alignment:



School Improvement Plan

2007-2008



Through the Board approved redesign of Jan Mann Opportunity School, (Highways to Success Initiative), Jan Mann Opportunity School will be a single gender academy for girls grades six through twelve beginning the 2007-2008 school year. The redesign of Jan Mann Opportunity School will provide an alternative educational experience that both enables students to meet the demands of a global marketplace, while providing for an educational framework that meets their unique and individual needs. The redesign reflects: Single-gender Program Models, Career Themed School Models, Career Exploration/Licensure Tracks and Community/Business Sponsorships. Such enhancements to Jan Mann Opportunity School will strengthen the overall learning experience and social preparedness of students. The name of the new program at Jan Mann Opportunity School is Young Women's Academy for Academic and Civic Development at Jan Mann Opportunity School and the program will be implemented for the 2007-2008 school year. The school is committed for developing a small learning community among staff that builds capacity for high academic learning.

YWAACD at Jan Mann Opportunity School has implemented the Continuous School Improvement Model. The Continuous Improvement Model is comprised of the following instructional steps: data disaggregation, timeline developments, curriculum and instructional focus, tutorials, enrichment, and assessment. Each academic department at YWAACD at Jan Mann Opportunity School provided the leadership team with a curriculum binder designed to help teachers pace the content to be covered for the entire year. This curriculum binder follows the Grade Level Expectations of the Florida Sunshine State Standards as well as the objectives from the Miami Dade County Competency Based Curriculum. As part of the instructional focus, thirty minutes is given daily for reinforcement and enrichment for all students. All content area classes, including ESE will follow an instructional focus calendar to include benchmark objectives and assessments. Elective teachers will also receive an instructional focus calendar indicating reading objectives. This will ensure that the instructional focus process as outlined with the instructional steps is implemented efficiently and effectively. These frequent assessments will yield critical data to analyze student achievement trends through the school year as a basis for remediation and/or enrichment.

Stakeholder Engagement:

Results of the OPIS reveal that the category of Strategic Planning the item "As it plans for the future, my work location asks for my ideas" posed the most challenge. In an effort to address the challenges in this category, administrative meetings have been regularly scheduled with faculty input listed as a top agenda item. Our school wide priorities and objectives are outlined in our School Improvement Plan which is accessible to parents, guardians, students and stakeholders who wish to identify and comprehend the purpose of this center as it relates to the total welfare of students. However, our present stakeholders are committed to total quality management characterized by clear values, high expectations, inspiring vision and mission, a clear future direction, with strong customer requirements and expectations. Stakeholders continuously improve the processes which contribute to productivity using the improvement cycle; improve processes by using baseline data to understand current processes, using benchmarks and best practices designed to breakthrough goals for process improvement.

YWAACD at Jan Mann Opportunity School will make every effort to engage stakeholders with the redesign process. YWAACD at Jan Mann Opportunity School will actively seek to engage both the community and business sectors to form partnerships and/or sponsorships to support the needs that arise during the redesign.

The 2007 Organizational Performance Improvement Snapshot results indicate that the YWAACD at Jan Mann Opportunity School through the Educational Excellence School Advisory Committee is dedicated to forming community alliances. Florida Memorial University, Antioch Missionary Baptist Church, Nova Southeastern University and the Miami Dolphin Football Players have also committed to assist with the school in the 2007-2008 school year to form additional community alliances.

Faculty & Staff:

YWAACD at Jan Mann Opportunity School employs a total of 60 full time employees. Of this group, 39 are instructional staff, and 21 are non-instructional staff members. The staff demographics are 93% African-American, 6% Hispanic and 1% white. Moreover, 42% of the instructional staff has advanced degrees with an average of ten years of teaching experience in Florida.

The staff attracts highly qualified teachers through a partnership with neighboring Florida Memorial University. Fortunately, Florida Memorial University is dedicated to sending student interns for student teaching. In addition, the Leadership Team collaborates with the Dean of Education at Florida Memorial College to maximize contact to inform YWAACD at Jan Mann of available teachers who graduates from the College of Education.

In addition, teachers are provided continuous embedded staff development to improve teaching methods and techniques within the classroom. Also, teachers in need of assistance with instructional planning and preparation work closely with the department chairperson the assistant principal of curriculum. Twice a week, academic teams meet in the media center for small learning community activities such as professional development and the sharing of best practices. Faculty meetings are conducted monthly in order to receive curriculum support, literature and additional professional development.



School Improvement Plan 2007-2008



Data/Information/Knowledge Management:

YWAACD at Jan Mann Opportunity is a data driven school. Data and information are collected and used to guide the decision-making process, and to improve key processes and enhance customer satisfaction. Instructional staff is trained twice per year on how to utilize Student Performance Indicators (SPI) to make pertinent decisions for students' academic growth. Student Performance Indicators give staff insight on what students need to achieve learning gains. Student performance data from bi-weekly assessments is collected and published through Edusoft. This data is analyzed and shared with teachers by the reading and math coaches during weekly department meetings. Teachers use this data to adjust instruction as necessary.

Continuous learning environments are characterized by adaptability to change based on the school's ability to discover ways to improve programs, processes, and services and to learn to be more responsive to customer requirements, to promote continuous training and development to enhance knowledge, skills, and performance capabilities of all Jan Mann employees.

Education Design:

The 8-step Continuous Improvement Model (CIM) is the paradigm that drives academic improvement of students YWAACD at Jan Mann Opportunity School.

1. Data disaggregation and analysis – Administrators, test chairpersons, reading and mathematics coaches will look at prior years FCAT data, as well as screening and diagnostic test data to identify strength and weaknesses of instructional subgroups. Teachers will be trained in data analysis and the CIM model to help develop instructional focus calendars in reading/writing, math and science.
2. Instructional Timeline Development – Administrators, reading and mathematics coaches, and teachers work in teams to create instructional focus calendars following the Sunshine State Standards outlined in the District Pacing Guides
3. Assessment – Mini assessments and interim assessments will be analyzed by teachers, department chairs and coaches to determine remediation and enrichment strategies. Students are informed of their progress and Tests talks continue throughout the year.
4. Tutorials and Enrichment – Based on mini-assessment results, teachers provide either tutorial or enrichment activities for student subsequent to analysis of the Edusoft Test Item Analysis Report.
5. Maintenance – Administrators, reading and mathematics coaches, and teachers review achievement patterns to predict areas in need of reinforcement.

Additionally, the Principal will identify a process for monitoring the School Improvement Plan (SIP) to make the necessary adjustments.

Performance Results:

Results of the Spring 2007 OPIS indicate the school's educational design resulted in the following average scores per category:

- Leadership - 4.6
- Measurement, Analysis and Knowledge Management - 4.6
- Customer and Market Results - 4.5
- Human Resource Focus - 4.5
- Business Results - 4.5
- Process Management - 4.5
- Strategic Planning - 4.5

Schools Graded 'C' or Below

Professional Development:

The Reading Coach will be used for embedded professional development aimed at implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based research in reading instruction. These will include embedded staff development and monitoring progress and analyzing student data. Reading Coaches will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

Disaggregated Data :

The results of the FCAT, weekly benchmark assessments, district quarterly assessments, and classroom-based assessments are disaggregated in order to determine the effectiveness of instruction. The results of benchmark testing and any other pertinent data is disaggregated bi-monthly by the test chairperson and members of the instructional leadership. During the monthly departmental meetings, results are shared with pertinent faculty and the recommendations of the literacy team are shared. Consequently, the reading coaches provide support via modeling, coaching, and one-to-one debriefing in order to ensure instructional efficacy.

Informal and Formal Assessments:

YWAACD at Jan Mann Opportunity School will utilize several assessments in order to track student progress. Quarterly assessments, weekly benchmark testing, district mandated fluency measures, classroom-based formal, informal assessments, and the FCAT exam will provide the data needed in order to maximize instruction.

Alternative Instructional Delivery Methods :

The primary focus of the school-wide Professional Development Plan is implementing differentiated instruction across the disciplines. The Reading Framework is applied in all intensive reading and language arts classes in order to meet the needs of our diverse learners. In addition, extensive opportunities for personalized tutoring are afforded throughout the school year. Pull-out tutoring is available for those students who are recommended by the language arts, mathematics and science teachers in order to further individualize instruction. To that extent, all instructional decisions are based upon continuous data disaggregation and pertinent discussion among all stakeholders.

Schools Offering Primarily Grades 6 through 12

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

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



School Improvement Plan 2007-2008



Different Innovative Approaches to Instruction:
Refer to Strategies under the Reading, Mathematics, Science, Writing and Technology sections.

Responsibility of Teaching Reading for Every Teacher:
Refer to Strategies and Professional Development under the Reading section.

Quality Professional Development for Teachers and Leaders:
Refer to Professional Development under the Reading, Mathematics, Writing and Science sections.

Small Learning Communities (SLC):
With increasing enrollment, a combination of academic necessities and low academic achievement, YWAACD at Jan Mann Opportunity School reform efforts through SLC is based on the following principles of Miami-Dade County Public Schools Secondary School Reform Plan:

- 1) Integrated system of high standards, curriculum, instruction, assessments and supports
- 2) Personalized learning environments
- 3) Academic engagement of all students
- 4) Communities of practice
- 5) Accountability leadership
- 6) Engaged community and youth.

Guided by these principles will be the creation of career academies during the first year of SLC implementation to provide for smaller, more personalized learning environments to meet each student's needs. Additional supports will include counseling services, intensive reading and math classes for those performing below grade level, tutorial assistance, and parental involvement. The focus of the curriculum will be academic achievement, career exploration, and physical and emotional wellness for all students to succeed in a rigorous academic program.

Intensive Intervention in Reading and Mathematics:
Refer to Strategies under the Reading and Mathematics sections.

Course Choice Based on Student Goals / Interests / Talent:
All students at the school are encouraged to maximize upon their academic potential by enrolling in the most rigorous program in which they can excel. The student services department reviews our course catalog with the students helping them make informed decisions about their goals, interests, and talents to meet all graduation requirements through their chosen track.

Master Schedules Based on Student Needs:
Refer to Strategies under the Reading, Mathematics, Writing and Science sections

Parental Access and Support
Refer to Strategies under Parental Involvement.

Applied and Integrated Courses
Not applicable

Academic and Career Planning
Working in conjunction with parents, the community, and our EESAC committee, YWAACD at Jan Mann Opportunity School's Student Services Department strives to fashion an educational setting that provides a full spectrum of services and information for all stakeholders. By establishing strong ties with Florida Memorial University in the area we offer all of our students, regardless of academic prowess, a viable opportunity to continue their education.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Students in Grades 6-12 will increase their reading skills.

Needs Assessment

The results of the 2007 administration of the FCAT Reading assessment indicate that 35% percent of our students made a year's worth of progress in Reading and 40 percent of struggling students made a year's worth of progress. However, there are no students meeting high standards in reading (scoring Level 3 and above). The results demonstrate a decrease of 5 percent from the 2006 administration of the FCAT Reading assessment. An assessment of the data also revealed that 88% of sixth, seven, and eighth grade students are still reading below grade level. Specifically, the majority of Level 1 students in grades sixth, seventh, and eighth are reading two or more grade levels below their current grade level and require additional intensive instruction in fluency, comprehension, and context clues. Based on the 2007 FCAT results, students in grades six, seven, and eighth are most successful with Main Idea/Purpose. Conversely, they need additional help with Reference/Research and Word Phrases.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, African American students in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of student scoring at or above Achievement level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Hispanic students in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Students with Disabilities in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, the lowest 25% of students in all grades will make learning gains as evidenced by the results of the 2008 administration of the FCAT Reading.

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Continuous Improvement (CIM), process to track achievement and collect data to assist classroom teachers in providing differentiated instruction for intervention and enrichment.	Principal, Reading Coaches, Leadership Team	8/14/07	6/6/08	Continuous Improvement Model	0
Use the Regional Center 1 Data Debriefing protocols to conduct data debriefing sessions to increase understanding of student performance data and strategies to improve student performance on the March 2008 administration of the FCAT.	Principal, Assistant Principal, Reading Coaches	8/14/07	6/6/08	Continuous Improvement Model	0
Schedule all Level 1 and 2 students not scheduled into an Intensive Reading and Reading Plus classes based upon test scores from the Student Reading Inventory (SRI), STAR, and fluency scores on the ORF. The Primary reading material will be Read XL. Reports from computer software will analyze student deficiencies and allow teachers to align instruction and provide differentiated instruction.	Principal Assistant Principal Test Chairperson	8/20/07	6/6/08	Academic Enrichment Opportunities	0
Utilize data to differentiate instruction based on results of formative assessments such as mini weekly benchmark assessments, district interim assessments, READ 180, and STAR. Reading coaches will use the data to provide additional assistance for teachers by modeling lessons, observing content delivery, writing lessons plans and monitoring teacher and student progress.	Principal Assistant Principal Reading Coaches	8/20/07	6/6/08	Other/ Not Applicable	0
Utilize the co-teaching and consultative inclusion models, students with disabilities will receive additional reading support in the classroom and in small group settings. All standard diploma 6-12 grade students with disabilities will be scheduled into 100% inclusion classes with modifications and additional support.	Principal Assistant Principal Reading Coaches	8/20/07	6/6/08	Inclusion of SWD	0
Administer Mock FCAT reading examinations to simulate actual testing conditions and improve student participation and performance on the March 2008 administration of the reading FCAT.	Principal Assistant Principal Test Chairperson	8/20/07	6/6/08	Education Innovation	0

Use embedded professional development to support literacy schoolwide by utilizing the Reading Coaches to model reading lessons in all content area classrooms.	Principal Assistant Principal Reading Coaches Department Chairperson	8/20/07	6/6/08	Exchange Meaningful Information	0
Administer weekly assessments aligned to the Sunshine State Standards tested benchmarks and implement a data management system, Edusoft, to score assessments and generate reports to track achievement trends. Data will be shared with staff members at faculty, department, leadership team and EESAC meetings.	Principal Assistant Principal Department Chairperson	8/20/07	6/6/08	Academic Enrichment Opportunities	0
Increase staff and students awareness of Student Performance Indicators (SPI) noting areas of deficiency and targets for improvement on the March 2008 administration of the FCAT.	Principal Assistant Principal Reading Coach	8/20/07	6/6/08	Continuous Improvement Model	0
Provide Extended Day learning opportunities for the lowest 25% in reading during the school day through pull-out tutoring.	Principal Assistant Principal Reading Coach	10/30/07	6/6/08	Academic Enrichment Opportunities	0
Conduct "Test Talks" for all students and parents upon registration to increase understanding of student performance data and strategies to improve student performance on the March 2008 administration of the FCAT.	Principal Assistant Principal Guidance Counselors	8/20/07	6/6/08	Continuous Improvement Model	0
Utilize CRISS strategies in all Language Arts, Intensive Reading and Social Studies classes.	Principal Assistant Principal Language Arts Department Chairperson	8/14/07	6/6/08	Continuous Improvement Model	
Provide enrichment for all students at or above grade level to increase reading skills.	Principal Assistant Principal Reading Coaches	8/20/07	6/6/08	Continuous Improvement Model	
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal Assistant Principal Reading Coaches	8/20/07	6/6/08	Continuous Improvement Model	

Research-Based Programs

YWAACD at Jan Mann Opportunity School's high-quality reading program must include instructional materials that incorporate the five essential elements of reading instruction. The materials are research-based and address the specific reading deficiencies of students based on assessment results.

We use the following Comprehensive Intervention Reading Programs (CIRP):

- Read XL (state-adopted)
- Reading and Writing Sourcebook (state-adopted)
- Bridges to Literature (state-adopted)
- READ 180

Supplementary Materials:

- Classroom Libraries with Structured Monitoring

Professional Development

Jan Mann Opportunity School will provide professional development activities based on student performance data to support teachers as instructional leaders within their classrooms and throughout the school.

- Student Performance Indicators (SPI) Training
- Project CRISS (Fall 2007)
- FCAT Reading Items of Specifications.
- FCAT Writes Rubric Training
- Integrating Technology into instruction
- Overview of Computer Assisted Programs
- Edusoft
- PMRN Training

Evaluation



School Improvement Plan 2007-2008



District and weekly school wide assessments will be used for progress monitoring as well as the data obtained from READ 180. This data will be used to redirect classroom instruction and provide information for tutorials. Additional data will be collected through the Reading Plus Program. The summative evaluation will be the results of the 2007 administration of the FCAT reading test.

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 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

Students in Grades 6-12 will increase their mathematics skills.

Needs Assessment

The results of the 2007 administration of the FCAT Mathematics assessment indicate that only 3 percent of our students scored at a level 3 or above. The results demonstrate an increase of 3 percent from the 2006 administration of the FCAT Mathematics assessment. Additionally, 43 percent of our students made a year's worth of progress in math and 50 percent of struggling students made a year's worth of progress. Further analysis of performance per content area shows that our students performed the lowest in the measurement and geometry strands. An assessment of data also reveals that 83% of students in grades six, seventh, and eighth are not performing proficiently in math. Specifically, the needs assessment reveals that while students require intense remediation in all the tested benchmarks, the greatest category for grade six, seventh and eighth students is Measurement and Geometry. Further analysis of the data shows that none of the subgroups made adequate yearly progress per No Child Left Behind Act (NCLB).

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 6-12 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, African American students in grades 6-12 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, Hispanic students in Grades 6-12 will increase their reading skills as evidenced by a minimum of 58% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades 6-12 will increase their mathematics skills as evidenced by a minimum of 62% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, the lowest 25% of students in all grades will make learning gains on the 2008 administration of the FCAT Mathematics.

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Continuous Improvement (CIM), process to track achievement and collect data to assist classroom teachers in providing differentiated instruction for intervention and enrichment.	Principal Assistant Principal Mathematics Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Utilize the Regional Center 1 Data Debriefing protocols to conduct data debriefing sessions to increase understanding of student performance data and strategies to improve student performance on the March 2008 administration of the FCAT.	Principal Assistant Principal Mathematics Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Schedule all Level 1 and 2 students not scheduled into an intensive mathematics class to provide additional remediation in their mathematics skills.	Principal Assistant Principal Mathematics Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Use data to differentiate instruction based on results of formative assessments such as mini weekly benchmark assessments, district interim assessments. The mathematics chairperson will use the data to provide additional assistance for teachers by modeling lessons, observing content delivery, writing lessons plans and monitoring teacher and student progress.	Principal Assistant Principal Mathematics Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Utilize the co-teaching and consultative inclusion models, students with disabilities will receive additional mathematics support in the classroom and in small group settings. All standard diploma sixth through twelfth grade students with disabilities will be scheduled into 100% inclusion classes with modifications and additional support.	Principal Assistant Principal Mathematics Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Administer Mock FCAT Mathematics examinations to simulate actual testing conditions and improve student participation and performance on the March 2008 administration of the Mathematics FCAT Test.	Principal Assistant Principal Mathematics Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	

Administer weekly assessments aligned to the Sunshine State Standards tested benchmarks and implement a data management system, Edusoft, to score assessments and generate reports to track achievement trends. Data will be shared with staff members at faculty, department, leadership team and EESAC meetings.	Principal Assistant Principal Mathematics Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Increase staff and students awareness of Student Performance Indicators (SPI) noting areas of deficiency and targets for improvement on the March 2008 administration of the FCAT.	Principal Assistant Principal Mathematics Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Provide Extended Day learning opportunities for the lowest 25% in Mathematics during the school day through pull-out tutoring.	Principal Assistant Principal Mathematics Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Conduct "Test Talks" for all students and parents upon registration to increase understanding of student performance data and strategies to improve student performance on the March 2008 administration of the FCAT.	Principal Guidance Counselors Test Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Utilize Pacing Guides to create Instructional Focus Calendars which will provide teachers with a road map for the year. They will serve as guides to help teachers develop algebraic and geometric concepts and processes through instruction and practice. Mathematics teachers will meet by subject area to prepare lesson plans, discuss strategies and determine pacing to provide schoolwide compliance.	Principal Assistant Principal Mathematics Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Implement the Riverdeep computer-assisted instruction, FCAT Explorer, and Math Blaster in grades 6-12 intensive mathematics classes for all sub groups to enhance critical thinking skills.	Principal Assistant Principal Mathematics Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Provide enrichment for all students at or above grade level to increase mathematics skills.	Principal Assistant Principal Mathematics Chair	8/20/07	6/6/08	Continuous Improvement Model	
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	

Research-Based Programs

FCAT Explorer Computer-Assisted Instructional Program
 River Deep Computer-Assisted Instructional Program
 Assess 2 Learn Computer-Assisted Instructional Program
 Prentice-Hall Mathematics Textbooks
 Math Blaster Computer Assisted Instructional Program

Professional Development

Jan Mann Opportunity School will provide professional development activities based on student performance data to support teachers as instructional leaders within their classrooms and throughout the school.

Jan Mann advocates a professional learning community. All teachers will participate in professional development activities that will enable teachers to have access to high quality curriculum materials and content, instructional strategies, and pedagogy.

Professional development will include:

Data Analysis (October, 2007)
 District-Wide State Wide Technology Conference
 Project CRISS (Fall 2007)
 Inclusion Workshops
 State of Florida Items of Specifications
 Overview of Computer Assisted Program
 Overview Credit Recovery
 FCAT Explorer



School Improvement Plan 2007-2008



Evaluation

District and schoolwide weekly assessments will be used for progress monitoring as well as the data obtained through Riverdeep and FCAT Explorer. This data will be used to redirect classroom instruction and provide information for tutorials. The summative evaluation will be results of the 2008 administration of the FCAT Mathematics test.

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 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 in Grades 6-12 will increase their writing skills.

Needs Assessment

An assessment of FCAT results on the 2006-2007 administration of the Florida Writing+ reveals that on the Expository essay, the Mean Score was 3.0 while the Persuasive essay was 2.9. The Persuasive Prompt presented the largest challenge for our students. Based on the results of the 2007 Writing+ results, 10% of our students struggled with writing. However, the 2007 Writing+ performance data indicated that 90% of the eighth grade students scored 3.0 or higher. The report indicates that all subgroups met requirements according to the Federal No Child Left behind Act. There is a need for increased overall student performance on the expository and persuasive writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards all students will increase their writing skills as evidenced by 91% of students scoring 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Continuous Improvement (CIM), process to track achievement and collect data to assist classroom teachers in providing differentiated instruction for intervention and enrichment.	Principal Assistant Principal Test Chairperson	8/20/07	6/6/08	Continuous Improvement Model	0
Train all teachers on the writing process and how to use writing rubrics across all content areas.	Principal Assistant Principal Reading Coach Test Chairperson	8/20/07	6/6/08	Education Innovation	0
Provide writing workshops for all students that will focus on peer editing utilizing the holistic scoring method.	Principal Assistant Principal Language Arts Department Chairperson	8/20/07	6/6/08	Other/ Not Applicable	0
Utilize the co-teaching and consultative inclusion models, Students with Disabilities will receive additional writing support in the classroom and in small group settings. All standard diploma sixth, seventh and eighth grade Students with Disabilities will be scheduled into 100% inclusion classes with modifications and additional support.	Principal Assistant Principal Language Arts Chair	8/20/07	6/6/08	Education Innovation	0
Administer Mock FCAT writing examinations to simulate actual testing conditions and improve student participation and performance on the March 2008 administration of the reading FCAT.	Principal Assistant Principal Reading Coach Language Arts Chair	8/20/07	6/6/08	Education Innovation	0
Use embedded professional development to support literacy schoolwide by modeling writing in all content area classrooms.	Principal Assistant Principal Reading Coach Language Arts Chair	8/20/07	6/6/08	Continuous Improvement Model	0
Use prewriting and brainstorming activities to boost student participation during speech and oratorical contests.	Principal Assistant Principal Reading Coach Mathematics Department Chairperson	8/20/07	6/6/08	Academic Enrichment Opportunities	0
Schedule students into a Creative Writing course in order to strengthen their writing skills.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	
Provide Extended Day learning opportunities during the school day through pull-out tutoring.	Administrators Reading Coaches	8/20/07	6/6/08	Continuous Improvement Model	
Utilize CRISS strategies to infuse writing across the curriculum.	Principal Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Integrate the teaching of grammar and composition in all language arts classes.	Principal Assistant Principal Language Arts Department Chair	8/20/07	6/6/08	Continuous Improvement Model	
Respond to and implement recommendations provided by the District Site Visitation team.	Principal	10/18/07	12/21/07	District-wide Literacy Plan	0

Research-Based Programs

Glencoe McGraw Hill Writer's Choice
 McDougal Littel - Language of Literature
 Bridges to Literature
 Reading and Writing Sourcebooks



School Improvement Plan 2007-2008



Professional Development

Professional Development activities will include:

- Project CRISS (Fall 2007)
- FCAT Writing Rubric Training for all teachers
- Training on the Writing Process
- Integration of teaching grammar and composition in all language arts classes

Evaluation

Monthly writing prompts throughout the school year and Mock FCAT Writing+ practice tests will be used to monitor student progress. School wide data will be collected to monitor overall progress. The final evaluation will be results of the 2008 administration of the FCAT Writing+ Test.

Science Goal

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

Florida Education Priorities

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

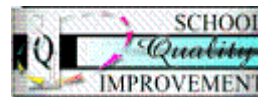
Science Statement

Students in Grades 6-12 will increase their science skills.

Needs Assessment



School Improvement Plan 2007-2008



An assessment of FCAT results on the 2006-2007 administration reveals that the Mean Points Earned for eighth grade students revealed: In the category of Physical and Chemical Science 3 out of 14 points were earned (21%); in the category of Earth and Space Science a total of 3 out of 12 points were earned (25%); in the category of Life and Environmental Science a total off 4 out of 13 points were earned (31%); and in the category of Scientific Thinking 4 out of 12 points were earned (33%). An assessment of data revealed that the Mean Points Earned for eleventh grade students revealed: In the category of Physical and Chemical Science 3 out of 13 points were earned (23%); in the category of Earth and Space Science a total of 4 out of 12 points were earned (33%); in the category of Life and Environmental Science a total off 3 out of 12 points were earned (25%); and in the category of Scientific Thinking 4 out of 14 points were earned (29%).

An assessment of the data also reveals on the 2007 FCAT Science test indicates that the mean scale score of eighth grade students at Jan Mann Opportunity School is 185, a 16 point decrease compared to last year's score. However, this was 85 points below the district mean score of 280. Further analysis of the data indicates how students scored on the March 2007 FCAT Science Examination demonstrated that the majority of eighth grade students require more intensive learning in: Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking.

An assessment of the data also reveals on the 2007 FCAT Science test indicates that the mean scale score of eleventh grade students at Jan Mann Opportunity School is 228. However, this was 58 points below the district mean score of 286. Further analysis of the data indicates how students scored on the March 2007 FCAT Science Examination demonstrated that the majority of eleventh grade students require more intensive learning in: Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking

Measurable Objective

Given instruction using the Sunshine State Standards all students`will increase their content knowledge and scientific thinking skills as evidenced by 32% of students scoring on or above Achievement Level 3 on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Continuous Improvement (CIM), process to track achievement and collect data to assist classroom teachers in providing differentiated instruction for intervention and enrichment.	Principal Assistant Principal Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	0
Utilize the co-teaching and consultative inclusion models, students with disabilities will receive additional reading support in the classroom and in small group settings. All standard diploma 6-12 grade students with disabilities will be scheduled into 100% inclusion classes with modifications and additional support.	Principal Assistant Principal	8/20/07	6/6/08	Inclusion of SWD	0
Implement the use of pacing guides by providing teachers with a road map for the year. They will serve as guides to help teachers develop scientific concepts and processes through instruction and practice. Science teachers will meet by subject area to prepare lesson plans, discuss strategies, and determine pacing to provide schoolwide compliance.	Principal Assistant Principal Department Chairperson	8/20/07	6/6/08	Continuous Improvement Model	0
Incorporate weekly laboratory activities for all 6-12 students that will enhance student scientific thinking, critical thinking, and reading comprehension.	Principal Department Chairperson	8/20/07	6/6/08	Academic Enrichment Opportunities	0
Increase grades 6-12 student participation in developing science fair projects.	Principal Assistant Principal Department Chairperson	8/20/07	6/6/08	Other/ Not Applicable	0
Use science Instructional Focus Calendars to ensure that all tested benchmarks are covered prior to March 2008.	Principal Department Chairperson	8/20/07	6/6/08	Education Innovation	0
Increase the use of technology through Riverdeep and Gizmos to establish a solid science foundation.	Principal Assistant Principal Department Chairperson	8/20/07	6/6/08	Academic Enrichment Opportunities	0
Conduct "Test Talks" for all students and parents upon registration to increase understanding of student performance data and strategies to improve student performance on the March 2008 administration of the FCAT.	Principal Reading Coaches Mathematics Coach	8/20/07	6/6/08	Other/ Not Applicable	0
Use the Regional Center 1 Data Debriefing protocols to conduct data debriefing sessions to increase understanding of student performance data and strategies to improve student performance on the March 2008 administration of the FCAT.	Principapl Assistant Principal	8/20/07	6/6/08	Alternative Education	
Ensure Science teachers are aware of tested benchmarks.	Principal Assistant Principal Science Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Schedule all 11th grade students into the Integrated Comprehensive Science 3 class to increase science skills on the 2008 FCAT administration.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	
Provide enrichment for all students at or above grade level to increase science skills.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	

Research-Based Programs



School Improvement Plan 2007-2008



River Deep Computer-Assisted Instructional Program
FCAT Explorer Computer-Assisted Instructional Program
Glencoe Comprehensive Science Textbook Series
Gizmos Computer-Assisted Instructional Program
Plato

Professional Development

Professional Development will be ongoing on a monthly basis for all teachers including):
Project CRISS (Fall 2007)
Data Analysis (Fall 2007)
Gizmos (Fall 2007)
Plato's (Fall 2007)
Curriculum Mapping (Fall 2007)
Overview of River Deep

Evaluation

The evaluation component will include the FCAT Science results as the summative data of evaluation. Progress monitoring will be conducted through scheduled assessments, teacher/department subject area devised assessments, laboratory logs, and science fair projects. The final evaluation will be the results of the 2008 administration of the FCAT science test.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

A review of parent logs indicated that fewer than 25% of our parents participated in at least one parent involved activity during the 2006-2007 academic school year. There is a need to increase parental involvement by 5% by inviting parents to attend the school parent resource center, other parent related activities, and on a voluntary basis.

Needs Assessment

A review of parent logs indicated that fewer than 10% of our parents participated in at least one parent involvement activity during the 2006-2007 academic school year. Due to our transient population, the administrative assignment, and time period, it is essential that our parents get involved in order for our students to become successful and return to their mainstream school. The school needs to extend a welcome to all parents and encourage them to visit our school's parent resource center. This will help parents to support their children as they move from an alternative education setting to a regular school setting.

Measurable Objective

A review of parent logs indicated that fewer than 25 of our parents participated in at least one parent involved activity during the 2006-2007 academic school year. There is a need to increase parental involvement by 5% by inviting parents to attend the school parent resource center, other parent related activities, and on a voluntary basis.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase communication with parents in English, Spanish and Creole in regards to school related activities such as Open House, and parent workshops using Connect-Ed, flyers and newsletters that are regular, two-way and meaningful. Utilize the Parent Resource Center Representative and Social Worker weekly to make telephone calls and home visits that establish communication between home and school to increase parent involvement and awareness. Logs will be maintained.	Principal Assistant Principal Parent Resource Center Rep. Social Worker	8/20/07	6/6/08	Education Innovation	0
Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops, printed information at Open House and community school/parent outreach programs. Disseminate information pertaining to the FCAT Mathematics, Science, Reading and Writing administration, and provide strategies for parents to use at home in support of math and science achievement.	Principal Assistant Principal Department Chairperson	8/20/07	6/6/08	Parental Choice Options	0
Develop strategies to increase participation in EESAC meetings in order to provide updates to parent representatives about school improvement efforts.	Principal Assistant Principal Parent Resource Center Rep.	8/20/07	6/6/08	Parental Choice Options	0
Provide parents with information about the "Parent Academy" day and night classes and bi-lingual parent outreach programs.	PrincipalAssistant PrincipalParent Resource Center Rep.	8/20/07	6/6/08	Parental Choice Options	0
Provide and maintain a Parent Resource Center with appropriate materials and information to assist parents in becoming involved in their child's education.	PrincipalAssistant PrincipalParent Resource Center Rep.	8/20/07	6/6/08	Parental Choice Options	0
Conduct "Test Talks" for all parents to improve understanding of student performance data and strategies to improve student performance on the March 2008 administration of the FCAT.	PrincipalAssistant PrincipalGuidance Counselors	8/20/07	6/6/08	Academic Enrichment Opportunities	0
Host a parent workshop facilitated by Florida Memorial University School of Education professors focused on giving parents strategies for helping their children to be successful in school.	PrincipalAssistant Principal	10/2/07	6/6/08	Other/ Not Applicable	0
Offer internet access to parents that visit the Parent Resource Center in order for them to access websites such as the MDCPS Parent Portal and Children's Trust.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	

Research-Based Programs

- Parent Teacher Association (PTA)
- National PTA Standards for Parent and Family Involvement
- FCAT Explorer
- Electronic Gradebook
- Parent Portal

Professional Development



School Improvement Plan

2007-2008



Jan Mann Opportunity School will provide professional development activities based on student performance data to support teachers as instructional leaders within their classrooms and throughout the school.

Jan Mann advocates a professional learning community. All teachers will participate in professional development activities that will enable teachers to have access to high quality curriculum materials and content, instructional strategies, and pedagogy.

Professional development will include:

- FCAT Explorer
- Parent Portal overview
- District Parent Academy workshops
- District PTA Trainings

Evaluation

To evaluate the objective, we will provide and maintain visitation logs when parents attend the Parent Resource Center and Student Services, maintain surveys, EESAC sign-in logs, Open House, and parent conference logs.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Reduce the number of disruptive behaviors at The Young Women’s Academy for Academic and Civic Development at Jan Mann Opportunity School by 5% when the 2006-2007 school year is compared to the 2007-2008 school year as evidenced by the Student Case Management Report which will ensure a safe learning environment.

Needs Assessment

Many students who are placed at The Young Women’s Academy for Academic and Civic Development at Jan Mann are administratively assigned due to violations to the Code of Student Conduct. In this case, our goal at The Young Women’s Academy for Academic and Civic Development at Jan Mann is to alter the negative behavior by constantly reinforcing positive on-site behavior as well as behavior intervention tunneled through the Student Services Department. It is through these efforts that students will learn to gain self- control when confronted with a problem or conflict and begin to apply good decision making skills which will reduce the suspension rate.

Measurable Objective

Reduce the number of disruptive behaviors at The Young Women's Academy for Academic and Civic Development at Jan Mann by 5% for the 2006-2007 school as evidence by the Student Case Management Report which will ensure a safe learning environment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize a Personal Improvement Plan for all students to strengthen student responsibility and efforts toward improving personal and academic goals for the 2007-2008 school year.	Principal Assistant Principal Student Services Chairperson	8/20/07	6/6/08	Student Wellness	0
Offer intensive counseling to students through in-class counseling workshops at least once a week, individual counseling as needed as well as group counseling in SCSJ to encourage and foster positive behaviors.	Principal Student Services Department Chair Grade Level Counselor	8/20/07	6/6/08	Alternative Education	0
Contact parents at least once a week to report positive behaviors observed by the teachers or counselors.	Principal Student Services Department Chair Grade Level Counselor	8/20/07	6/6/08	Alternative Education	0
Involve students in Girls' Talk assemblies at least once every nine weeks to exchange concerns between students and staff members of the same sex.	Principal Student Services Department Chair	8/20/07	6/6/08	Student Wellness	0
Counsel students and contact their parents for second and third behavior violations as indicated by PBS.	Principal Assistant Principal Grade Level Counselor	8/20/07	6/6/08	Safe and High-quality Facilities	0
Involve students in a special "What To Do If...?" classroom workshop through the Social Studies class at least once every nine weeks.	Principal Assistant Principal Grade Level Counselor	8/20/07	6/6/08	Safe and High-quality Facilities	0
Enforce mandatory school uniform policy for students which includes transparent bookbags and/or purses for site inspection before they enter the school.	Principal Assistant Principal Leadership Team	8/20/07	6/6/08	Safe and High-quality Facilities	0
Search students according to District guidelines, two or three times during the nine week period.	Principal Assistant Principal School Resource Officer	8/20/07	6/6/08	Safe and High-quality Facilities	0
Review and emphasize expectations and rules; contact parents; refer to counselor and contact parent; remove student then refer to counselor and contact parent; prior to administrative intervention and assignment of indoor or outdoor suspension as indicated by PBS.	Principal Assistant Principals Teachers Counselors	8/20/07	6/6/08	Other/ Not Applicable	0
Involve teachers and students in the school's PBS in-service monthly.	Principal Assistant Principal	8/20/07	6/6/08	Alternative Education	0
Recognize and reward positive actions of students through Positive Behavior Support (PBS).	Principal Assistant Principal	8/20/07	6/6/08	Other/ Not Applicable	0
Identify students with positive behavior and grades and assign them leadership responsibilities as role models for the other students.	Principal Assistant Principal Student Services Dept. Chair	8/20/07	6/6/08	Student Wellness	0
Provide professional development for all staff members that include the Code of Student Conduct and Positive Behavior Support.	Administrator Guidance Counselor	8/20/07	6/6/08	Safe and High-quality Facilities	
Increase the use of the peer mediation program as part of the school wide discipline and safety plan.	Administrators Guidance Counselor	8/20/07	6/6/08	Safe and High-quality Facilities	
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	

Research-Based Programs

Positive Behavior Support (PBS)



School Improvement Plan 2007-2008



Professional Development

Jan Mann Opportunity School will provide professional development activities based on student performance data to support teachers as instructional leaders within their classrooms and throughout the school.

Jan Mann advocates a professional learning community. All teachers will participate in professional development activities that will enable teachers to have access to high quality curriculum materials and content, instructional strategies, and pedagogy.

Professional development will include:

Positive Behavior Support (PBS) Training

Evaluation

These objectives will be measured through the results of the monthly MDCPS Student Case Management Report.

Technology Goal

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

Florida Education Priorities

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

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"/>

Technology Statement

The staff at the Young Women’s Academy for Academic and Civic Development @ Jan Mann Opportunity School will provide academic experiences for students in Grades 6-12 that will increase the use of technology by students as evidenced by a 10% increase in student computer logs when the 2006-2007 school year is compared to the 2007-2008 school year.

Needs Assessment

Student performance data from the March, 2008 administration indicates a need to expose all students to technology and computer assisted programs such as Read 180, RiverDeep and NovaNet within the curriculum to enhance student achievement.

Measurable Objective

Given instruction students in Grades 6-12 will increase their use of technology skills by 10% when the 2006-2007 school year is compared to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development training for all teachers on technology programs that could be implemented and monitored in the classroom.	Principal Assistant Principal	8/20/07	6/6/08	Exchange Meaningful Information	0
Develop a technology plan of action for the school site.	Principal Assistant Principal Microsoft Technician	8/25/2007	9/25/2008	Other/ Not Applicable	0
Encourage teachers to utilize electronic mail as form of daily communication.	Principal Assistant Principal	8/20/07	6/6/08	Exchange Meaningful Information	0
Provide a list of educational websites for teachers to complete instructional lesson plans, which include the use of technology by students.	Principal Assistant Principal Department Chairpersons	8/20/07	6/6/08	Exchange Meaningful Information	0
Schedule regular computer lab visits for all students enrolled in intensive mathematics classes.	Principal Mathematics Department Chairperson	9/20/07	9/27/08	Academic Enrichment Opportunities	0
Facilitate the implementation of READ 180 computer labs in all Intensive Reading Classes.	Principal Assistant Principal Mathematics Department Chair	8/20/07	6/6/08	Education Innovation	0
Schedule all eligible students into the Nova Net and PLATO computerized credit recovery lab.	Principal Student Services Chairperson	8/20/07	6/6/08	Education Innovation	0
Provide professional development for READ 180 for new teachers and ongoing follow-up training for veteran teachers.	Administrators Reading Coaches	8/20/07	6/6/08	Continuous Improvement Model	
Provide ongoing schoolwide training using the Electronic Gradebook, Student Performance Indicators, and Edusoft.	Administrators Mathematics Chair Reading Coaches	8/20/07	6/6/08	Continuous Improvement Model	
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	

Research-Based Programs

Read 180
 FCAT Explorer
 River Deep
 NovaNet
 PLATO's
 Accelerated Reader Program
 State Adopted Textbooks computer component
 Electronic Gradebook Training

Professional Development



School Improvement Plan 2007-2008



Jan Mann Opportunity School will provide professional development activities based on student performance data to support teachers as instructional leaders within their classrooms and throughout the school.

Jan Mann advocates a professional learning community. All teachers will participate in professional development activities that will enable teachers to have access to high quality curriculum materials and content, instructional strategies, and pedagogy.

Professional development will include:

- Electronic Gradebook Training
- River Deep
- FCAT Explorer
- PLATO's
- Accelerated Reader
- READ 180
- Student Performance Indicators (SPI)
- Edusoft
- State and District technology conferences

Evaluation

These objectives will be measured according to teachers instructional daily lesson plans, computer sign in logs, grade book logs and records, and the students' individualized computer assisted assignments.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

Increase health and fitness awareness for all students in grades 6-12 during the 2007-2008 school year.

Needs Assessment

All students must be aware of the importance of understanding student health and fitness. Therefore, instruction must be geared toward our diverse, unique population. Students in all subgroups (African-American, Hispanic, and Economically Disadvantaged) will be exposed to the components of student health and fitness with the utilization of the Family Consumer Science teacher, Physical Education teacher, and the school's lunch program. In addition, the physical education and the family consumer science teacher needs to evaluate student's knowledge concerning health and nutrition as well as the physical education instructor administering a needs assessment based upon student's knowledge about health and fitness.

Measurable Objective

Given instruction based on the current M-DCPS secondary requirements in health and fitness, at least 80% of students in grades 6-12 will gain an increased awareness and understanding of health and fitness and its importance through participating in a wide variety of events and activities relating to health and fitness as evidenced by the results of a pre and post health and fitness survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a pre and post health and fitness survey to all students enrolled in family consumer science and physical education classes.	Administrators Department Chairperson	8/20/07	6/6/08	Academic Enrichment Opportunities	0
Establish a health and fitness table at the Resource Fair during Open House in order to disseminate health and fitness information to parents and students.	Principal, Assistant Principal	8/20/07	10/10/08	Student Wellness	0
Establish a working relationship with the Children's Trust Fund to promote health and fitness issues to parents and students.	PrincipalAssistantPrinci palStudent Services Dept. Chair	8/20/07	10/10/08	Student Wellness	0
Infuse health and physical fitness reading comprehension activities in all physical education and family consumer science classes.	PrincipalAssistant Principal	8/20/07	6/6/08	Student Wellness	0
Include careers in the field of health and fitness on career day.	PrincipalAssistantPrinci palCareer Specialist	8/20/06	6/6/08	Student Wellness	0
Physical Education teacher will develop an action plan to meet the goals and objectives of fitness and health.	Administrators Physical Education Teacher	8/20/07	6/6/08	Healthcare & Healthy Choices	
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	

Research-Based Programs

President's Council on Physical Fitness

Professional Development

Jan Mann Opportunity School will provide professional development activities based on student performance data to support teachers as instructional leaders within their classrooms and throughout the school.

Jan Mann advocates a professional learning community. All teachers will participate in professional development activities that will enable teachers to have access to high quality curriculum materials and content, instructional strategies, and pedagogy.

Professional development will include:

District Workshop for Family and Consumer Science Technology (FCST)
Physical Education Inservices

Evaluation

Performance with health and fitness will be monitored according to observation, sign-in logs and a list of events, activities, and pre-post health and fitness survey. The school will utilize instructional lesson plans and students' grades to monitor strategies.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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"/>

Electives & Special Areas Statement

Given participation in Secondary School Reform (SSR), students are offered a career track in education, small business entrepreneurship and fashion design in order to provide marketable skills in those fields.

Needs Assessment

Students need to have vocational training in conjunction with a diploma in order to be successful in a global economy. Through the redesign of alternative education into career academies we will be able to provide this very important track.

Measurable Objective

Given the participation in the Secondary School Reform, (SSR) 100% of 9th graders will enroll in career classes offered in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop an action plan for the career academies to assess the present program in order to enhance future curricular opportunities.	Principal Leadership Team	8/20/07	6/6/08	Secondary School Reform	0
Expand the number of field trip opportunities for vocational exposure.	Principal Assistant Principal Leadership Team	8/20/07	6/6/08	Secondary School Reform	0
Recruit eligible students for the career academies.	Principal Assistant Principal Leadership Team	8/20/07	6/6/08	Secondary School Reform	0
Analyze the vertical planning as regards to the career academy model.	Principal Assistant Principal Student Services Dept. Chair	8/20/07	6/6/08	Secondary School Reform	
Monitor the progress of students in career academy classes.	Principal Assistant Principal Teachers	8/20/07	6/6/08	Other/ Not Applicable	
Provide daily tours upon request for interested parents to showcase the career academies and increase parental support.	Principal Assistant Principal Teachers	8/20/07	6/6/08	Continuous Improvement Model	
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	

Research-Based Programs

Career Academy National Standards of Practice
 National Parent Teacher Student Association
 Miami-Dade County Public Schools Secondary School Reform Plan

Professional Development

Jan Mann Opportunity School will provide professional development activities based on student performance data to support teachers as instructional leaders within their classrooms and throughout the school.

Jan Mann advocates a professional learning community. All teachers will participate in professional development activities that will enable teachers to have access to high quality curriculum materials and content, instructional strategies, and pedagogy.

Professional development will include:

Career Themes Overview
 Cohort 2 District Secondary School Reform Training

Evaluation

This objective will be evaluated by the successful implementation of the Secondary School Reform 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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Return On Investment Statement

The Young Women’s Academy for Academic & Civic Development at Jan Mann Opportunity School will increase by (1) percentage point on the Return on Investment for the 2007-2008 school year.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2006-2007 The Young Women’s Academy for Academic & Civic Development at Jan Mann Opportunity School did not have a value for the Return on Investment Index.

Measurable Objective

Young Women's Academy for Academic and Civic Development at Jan Mann Opportunity School will improve its ranking on the State Return on Index data publication on the next publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/07	6/6/08	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal	8/20/07	6/06/08	Business Process Redesign	0
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal	8/20/07	6/06/08	Business Process Redesign	0
Provide strategies to parents to assist with their child's academic improvement at home.	Principal, Assistant Principal, Department Chairperson	8/20/07	6/06/08	Other/ Not Applicable	0
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	0
Purchase research-based materials and utilize the district warehouse for materials and supplies.	Principal, Assistant Principal	8/20/07	6/6/08	Other/ Not Applicable	5000
Familiarize staff members with funding sources and financial expenditures.	Administrators Activities Director	8/20/07	6/6/08	Continuous Improvement Model	
Consider reconfiguration of existing resources or taking advantage of a broader resource base such as private foundations and volunteer networks.	Administrators	8/20/07	6/6/08	Continuous Improvement Model	
Consider sharing facilities with community agencies.	Administrators Career Specialist	8/20/07	6/6/08	Continuous Improvement Model	
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	

Research-Based Programs

Florida Department of Education Return on Investment Indicators

Professional Development

Budget Training for the Leadership Team
Office Management Inservices
Continued training in the Continuous Improvement Model

Evaluation

The results of the 2008 FCAT test in reading, writing, mathematics and science.

Results of the ROI Index for 2008.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Graduation (High Schools Only) Statement

Increase the number of students graduating from high school.

Needs Assessment

Over 90% of YWAACD at Jan Mann Opportunity students come from families of low socioeconomic background, as evidenced by 90% of the families qualifying for free or reduced lunch. The objective of the school is to facilitate the transition to post secondary education, both academically and socially, to demonstrate an adequate percentage of seniors graduating for the 2007-2008 school year.

Measurable Objective

Given emphasis on the importance and benefits of graduating from high school, the graduation rate will increase one percent during the 2007-2008 school year.

Under the Secondary School Reform Initiation, YWAACD at Jan Mann Opportunity School first graduation will be for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review and emphasize graduation requirements during registration for all grade level students, parents, and teachers.	Principal Assistant Principal Counselor Test Chairperson	8/20/07	6/6/08	Continuous Improvement Model	
Conduct individual conferences with parents and students to address individual academic needs for graduation.	Principal Assistant Principal Counselor	8/20/07	6/6/08	Continuous Improvement Model	
Identify retained students in all grade levels. Provide current status information, a plan for students and options available to them (e.g. Adult Education, Virtual School).	Principal Assistant Principal Counselor	8/20/07	6/6/08	Continuous Improvement Model	
Provide Extended Day learning opportunities for the 11th and 12th retakers in during the school day through pull-out tutoring.	Principal Assistant Principal Counselor	8/20/07	6/6/08	Continuous Improvement Model	
Provide parents with graduation information through Parent Academy, orientation, open house, sessions with counselors, parent outreach opportunities and parent portal.	Principal Assistant Principal Counselor	8/20/07	6/6/08	Continuous Improvement Model	
Facilitate the use of FACTS.ORG for students in grades 9-12 to assist students in tracking their graduation requirements.	Principal Assistant Principal Counselor	8/20/07	6/6/08	Continuous Improvement Model	
Monitor nine-week grading reports to provide assistance to students who need additional academic counseling and intervention programs.	Principal Assistant Principal Counselor	8/20/07	6/6/08	Continuous Improvement Model	
Review the matrix of courses for the selection of authorized courses for the selected career academy theme.	Principal Assistant Principal Counselor	8/20/07	6/6/08	Continuous Improvement Model	
Develop a master schedule to accommodate the required courses for the career academies.	Principal Assistant Principal Counselor	8/20/07	6/6/08	Continuous Improvement Model	
Implement differentiated professional development for teachers and administrators to integrate career theme into content areas.	Principal Assistant Principal Counselor	8/20/07	6/6/08	Continuous Improvement Model	
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal Assistant Principal	8/20/07	6/6/08	Continuous Improvement Model	

Research-Based Programs

SAT Online
Novanet
Florida Choices

Professional Development

Professional development will include:

Six Components of Secondary School Reform
Novanet
Florida Choices
SAT Training
Integration of Career Themes into content areas



School Improvement Plan 2007-2008



Evaluation

Increase in the graduation rate will be monitored through student histories, nine-week grade reports and counselor logs.

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:

Amount of funds for use by the EESAC and the purpose for which it will be used:

The 2006-2007 EESAC funds totaled out to be \$2800.00 and will be utilized to enhance student achievement as well as to support student academic services. During the Spring there will be a student awards program for students who displayed outstanding academic and behavior success for the 2007-2008 school year. Jan Mann has implemented a school-wide Behavior Modification Program and a school-wide Falcon Rap Reading Program for this sole purpose, to give students the opportunity to receive success certificates for a job well done.

Training:



School Improvement Plan 2007-2008



Reading: Understanding Items Specifications
Understanding and Interpreting FCAT and FCAT Data
Falcon Rap Overview
FCAT writes Overview
Criss Training Follow-up
Reciprocal Reading Strategies

Mathematics: Falcon Rap Overview
Understanding FCAT Data
Riverdeep
FCAT Explorer
Overview of Pearson Prentice Hall (CD Rom)
Holt Overview (CD Rom Lesson Planning)

Writing: Rubric scoring
Falcon RAP Overview
Technology Conference

Science: Falcon RAP Overview
Riverdeep
Project CRISS
Using Manipulatives in Science

Parental Involvement: FCAT Explorer (Overview)
Electronic Overview (Spring 2006)
Accelerated Reader Program
Falcon Rap Overview

To alter negative behavior for all students, Classroom Management Skills
To expose all students and staff to technology, FCAT Explorer,
River Deep,
Accelerated Reader,
Electronic Grade Book,
District and State Yearly Technology Conference.

Improve student awareness in health and fitness. FCAT Explorer,
River Deep,
Accelerated Reader,
Electronic Grade Book,
District and State Yearly Technology Conference.

Instructional Materials:

Reading: Reading & Writing Sourcebook
Accelerated Reader
McDougal Littel
Aim Higher
Gates McGinite
Mathematics: FCAT Explorer
Testing Tools
Computer Assisted Instructional Program Prentice-Hall
Holt Math Textbook Series
Math Laboratory

Writing: Dictionaries and Thesaurus
Science:
Parental Involvement: FCAT Explorer
To alter negative behavior for all students,
To expose all students and staff to technology. FCAT explorer
STAR

Improve student awareness in health and fitness. FCAT explorer
STAR



School Improvement Plan 2007-2008



Technology:

Reading: *Testing Tools
*Scholastic Read 180
*PLATO's Credit Recovery
*STAR Reading
*Accelerated Reader

Mathematics: Testing Tools
PLATO's Credit Recovery

Writing: "Writing Assistance and Revision" software
Science: Testing Tools
Science Labs
Assess2Learn
Parental Involvement: Parent Resource Center/Jan Mann's Web page
PLATO's
Credit Recovery
Accelerated Reader Program

To alter negative behavior for all students.
To expose all students and staff to technology. Plato's Credit Recovery
FCAT Explorer
River Deep
Testing Tools
STAR Reading
Accelerated Reader

Improve student awareness in health and fitness. Plato's Credit Recovery
FCAT Explorer
River Deep
Testing Tools
STAR Reading
Accelerated Reader

Staffing:

As required by School Board rule 6Gx13- 1B-1.031, teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and education support employees elect education support employee representatives. The principal and the designated United Teachers of Dade steward are required members. The principal appoints business/community representatives. The SAC membership must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by The School Board of Miami-Dade County to ensure compliance.

Student Support Services:

Reading:
Mathematics:
Writing:
Science:
Parental Involvement:
To alter negative behavior for all students.: Schoolwide Behavior Modification Program
To expose all students and staff to technology.:
Improve student awareness in health and fitness.:

Other Matters of Resource Allocation:

Benchmarking:



School Improvement Plan 2007-2008



School Safety & Discipline:

Learn new strategies for overcoming dysfunctional interpersonal patterns. Positive Behavior Support (PBS)

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	5000
Graduation (High Schools Only)	0
Total	5000



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