

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## The 500 Role Model Academy of Excellence (8119)

Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - Samuel Johnson

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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The stakeholders of The 500 Role Model Academy of Excellence (hence forth referred to as FRMA) have identified a need to enhance data/information/knowledgement management. Although there was a significant improvement in the academic performance of the student population, there is still much work to be done. An intense focus will be placed on training new teachers and re-training veteran teachers in SPI, Edusoft and test item specifications.

The 500 Role Model Academy of Excellence (FRMA) was established in 1999 on seven acres of land. It is located near Liberty City in a neighborhood that is made up of a mixture of commercial and residential properties. The school provides educational services to students in grades six through eight. FRMA is unique in that it functions as an early intervention program designed to divert youth away from criminal activities and towards a life of positive academic goals while operating as a small alternative education center. Students are referred to our school from the Department of Juvenile Justice due to truancy, to felonious behavior or because they are adjudicated wards of the court. They are also referred by Miami-Dade County Public Schools, various social organizations, Switch Board of Miami, and concerned parents. One of the challenges that FRMA faces is motivating students to change behavior that would enable them to become academically competent students.

The building was specifically designed to assist in these behavioral changes. For example, it is possible to stand at the west gate of the school and look down the entire length of the school to the east gate in order to immediately "see" if any behavior problems are occurring. In addition, all doors from the classrooms open out onto the courtyard so students have only one way to exit, spilling out to a supervised area. Cameras are located in strategic areas in the facility and feed into TV monitors located in the main office. Other positive aspects of the facility include the basketball courts and a large field available to students for physical activity during P.E. classes. A negative aspect of the facility is its air conditioning system. The system sometimes malfunctions leaving one or both sides of the building without air conditioning for weeks at a time. This is a serious problem when dealing with students with behavioral problems, as rooms get very warm and ignites the tempers of students. The principal has been proactively attempting to resolve these physical challenges at the school by contacting the Regional Center, district personnel, and maintenance particularly in resolving the air conditioning problems.

At FRMA, we are committed to high expectations for our students and firmly believe that every child can and will learn. To assist the students in learning, the staff at FRMA has implemented a behavior modification program based on a point system with weekly awards being given to the "weekly strivers" who accumulate the prescribed number of weekly points. Several grants have been implemented at the school such as the "Let's Get Wet" grant, an interdisciplinary grant of language arts, science, and art. We read about Florida ocean life, wrote about it, took ocean life field trips and painted an ocean life mural on the school wall. Another grant that was coordinated through the Social Studies Department was "Speak out for Teen Court Mock Trials". All of these grants served to motivate the students and accelerate their interest in these subjects.

In addition, FRMA adopted "norms" that are directly related towards building character education. Staff to facilitate the student's emotional, psychological and academic development created these norms. These "norms" were codified with the acronym "Three B's": 1-Be an academic scholar. 2-Be respectful of self, others, property. 3-Be a positive citizen and role model. The behavior modification system FRMA employs and evaluates students' participation and acceptance with the school norms. Students are assessed every class period as it relates to whether or not the 3 B's are practiced by students. Students who meet certain standards are recognized as weekly strivers. Points and other reinforcement are granted to students who are involved with behavior modification system. As a result of these norms, we expect positive and courteous behavior directed towards self and others. Thus, we anticipated students developing positive self-esteem and self-empowerment.

Given instruction using the Sunshine State Standards, students in grades six through nine will improve their reading skills as evidenced by 58% of the students scoring at or above level 3 on the 2008 administration of the FCAT in Reading.

Given instruction using the Sunshine State Standards, students in grades six through nine will improve their mathematics skills as evidenced by 62% of the students scoring at or above level 3 on the 2008 administration of the FCAT in Mathematics.

Given instruction using the Sunshine State Standards, students in grade eight will improve their Writing skills as evidenced by a 1% increase in the percentage of students scoring 3.5 or higher on the 2008 FCAT Writing test.

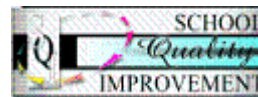
Given instruction using the Sunshine State Standards, students in grade eight will demonstrate improvement in Science skills as evidenced by a 28% increase of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Science Test.

Given the need to increase parental involvement in the effort to improve learning, parental involvement will be increased by 5% during the 2007-2008 school year as compared to the 2006-2007 school year, as evidenced by an increase of signatures on the sign-in sheets for school and community events.

Given emphasis on a safe and orderly learning environment, student behavior will improve as evidenced by a 10% decrease in the number of days the students are on outdoor suspension during the 2007-2008 school year as compared to the 2006-2007 school year.



# School Improvement Plan 2007-2008



Given the need to improve the use of technology in the effort to improve learning, the number of faculty members and students that utilize computers during the school day will increase by 50%.

Given the need to improve student health and physical fitness in the effort to improve learning, the number of opportunities for students to participate in First Aid and safety activities and presentations will be increased by 50% for the 2007-2008 school year as compared to the 2006-2007 school year.

Given the need to improve student awareness of entrepreneurial and career opportunities, the number of field trips related to career education will increase by 50%.

The 500 Role Model Academy will improve its ranking on the Return on Investment Index for the 2007-2008 publication as compared to the 2006-2007 publication.

The stakeholders further recognize that even though the faculty and staff of the FRMA is a cohesive unit, there is still much work to be done as it relates to the core principles of the Secondary School Reform (SSR) initiative. Additional staff development will be identified for the purpose of enhancing the overall operation of grade level teams.

According to the results of the 2007 OPIS the two lowest scores were in the areas of strategic planning and Process Management at an average score of 3.9 out of a possible 5.0.

Greater effort will be focused on strategic planning meetings that include all stakeholders. The EESAC and PTA will be utilized to accomplish this goal.



# 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.

## 8119 - THE 500 ROLE MODEL ACADEMY OF EXCELLENCE

### VISION

The vision of The 500 Role Model Academy is to incorporate The Three B's:

- BE an academic scholar
- BE respectful of self, others, and property
- BE a positive citizen and role model

### MISSION

The 500 Role Model Academy of Excellence provide a safe, nurturing, learning environment to equip students with the educational, vocational, and social skills needed to become productive members of society and to attain life and career goals.

### CORE VALUES

#### *Citizenship*

We strive to prepare each and every student for life as and adult by instilling an appreciation for democratic principles, good citizenship and morality.

#### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

#### *Integrity*

We demand the highest level of honesty, respect, and compassion from all stakeholders of the FRMA.

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### ***School Demographics***

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The current enrollment at the school is approximately 130 students. Based on the most recent data, the student population is 96% Black, 4% Hispanic, and 0% White. Most of our students are transported to and from school by Miami-Dade County Public Schools Transportation. However, parents can waive that by providing, in writing, an alternate route that is mutually agreed upon. Over 90% of the students at FRMA receive free or reduced lunch. The majority of the students are from single parent homes with the mother as the primary caretaker. There are also a large number of students that reside in foster care and have a court appointed guardian as their main caretaker/provider.

The student attendance average for the 2006-2007 school year was 88.2%. Approximately 88% of the student population was retained at some point since entering school at first grade. The promotion rate at the 500 Role Model Academy of Excellence increased to 92% for the 2006-2007 school year. The faculty and staff attendance rate was 95.1% for the 2006-2007 school year.

The school has a teacher-pupil ratio of 1-15 and offers a curriculum appropriate for sixth through eighth grades in the basic content areas of math, language arts, reading, science, and social studies, along with a counseling component. For the 2007-2008 school year, an entrepreneurial continuum will be implemented in conjunction with Corporate Academy North High School. The elective classes such as graphic design, media broadcasting, T.V. production, business, and technology, will be offered to expose students to various entrepreneurial opportunities that exist in the job market.

FRMA has a principal and an assistant principal. The principal is responsible for the daily operation of the school. There are currently 14 teachers (40% male and 60% female), (28% Hispanic, 7% White, and 65% Black) at FRMA and of these, 56% hold Bachelor Degrees 31% hold Master Degrees, 4% hold Specialist Degrees, and 9% hold Doctorate Degrees. The Student Services staff includes a Trust Counselor, two Guidance Counselors, one Career Specialist, one ESE Specialist, one Media Specialist, and one School Psychologist. Although some teachers have left the program, there is an equal number who have replaced those teachers. Other support staff include: 5 paraprofessionals, 2 full time and 2 part-time security monitors, 4 clerical employees, 2 full time and 2 part-time custodians. Finally, the school's Leadership Team is composed of members from the staff: Mr. Samuel L. Johnson, Principal, Ms. Tabitha Young, Assistant Principal, Mr. Vernon Wilder, Head of Student Services, Mrs. Lourdes L. Batista, Media Specialist, ESAAC Chairperson, and UTD Building Stewart, Mr. Madison Carter, Career Specialist, Ms. Patricia Brown, Math Coach, Ms. Tonya Bain, Reading Coach, Ms. Claudette Cannon, Teacher Trainer . The Leadership Team works together across all grade levels and subject areas.

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## ***School Foundation***

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### **Leadership:**

On the OPIS the 500 Role Model Academy received an average score of 4.2 out of a possible 5.0 in the leadership category. The Administrative staff of the FRMA establishes a progressive direction for students and teachers by setting high standards and expectations of all faculty, staff, and students. Student expectations are disseminated via student/parent orientations as students enroll. These expectations are continually reinforced via quarterly grade level orientations with all students, faculty and staff. Teachers are provided staff development opportunities to assist each teacher in meeting the expectations which they have been charged to maintain by the administration. The school's mission and vision is made visible in every classroom throughout the school. Teacher input and feedback is continually sought and utilized by the administrative staff. Student and teacher recognition is a vital part of maintaining a positive working environment.

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

In the strategic planning category, the 500 Role Model Academy received an average score of 3.9 out of a possible 5.0 on the OPIS. The goals and objectives of the FRMA resulted from collaboration between all stakeholders; teachers, administrators, parents and even students. The Continuous Improvement Model continues to serve as the backbone of the school improvement plan. The stakeholders of the FRMA will continue to build on the success of the 2006-2007 FCAT test results by continuing to utilize what worked and to change those strategies that proved not to be successful.

### **Stakeholder Engagement:**

The FRMA as an alternative school is designed to service students who struggle in traditional school settings with behavior and academics. Many students make a change for the better and choose to remain at the FRMA when their assigned time has been completed. Several parents have returned their students to the FRMA after the student was transferred back to traditional school. Eighty-seven percent of the student population reported satisfaction with school on the Alternative Education Student Self-Assessment Survey.

### **Faculty & Staff:**

The faculty and staff of the FRMA is a small cohesive unit. There are 14 teachers that work collectively to improve the lives of their students academically, socially and morally. The team work of this faculty is evident in the weekly behavior modification meetings, the implementation of the Weekly Striver Incentive Program, the monthly focus calendar and activity calendar planning meetings to which they each contribute.

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

In the category of Measurement, Analysis, and Knowledge Management the 500 Role Model Academy earned an average score of 4.1 out of a possible 5.0 on the 2007 OPIS survey.

The teachers are the driving force behind the success of the Continuous Improvement Model being utilized at the FRMA. All teachers have been trained in the CIM process and familiarized with the Edusoft software and the reports that are produced from Edusoft. As their mini-assessment data is reviewed, the instructors are extremely effective at making adjustments to their lessons to address the deficiencies presented by the data.

### **Education Design:**





# School Improvement Plan

## 2007-2008



The Continuous Improvement Model (CIM) is the backbone of the educational design of the 500 Role Model Academy.

Stakeholders review the previous years test scores to match the strengths of teachers with the weaknesses of students as the master schedule is formulated. Instructional focus calendars with timelines for benchmark mini-assessments and quarterly assessments are developed for reading, math and science. The results of the mini/quarterly assessments are used to re-teach and re-adjust instruction accordingly. Opportunities for enrichment are provided for those students who have displayed mastery of the tested benchmarks. Tutorials via pull-out and early-bird are provided for students who are in need of additional assistance.

The 500 Role Model Academy of Excellence has designed an entrepreneurial curriculum to expose the student population to various career fields. This curriculum will utilize specialized technology programs such as CAD Lab software, graphic design software, plumbing hands-on modules, carpentry hands-on modules and other vocational programs.

The Secondary School Reform has made it possible for The 500 Role Model Academy to offer an eight period day to increase opportunities for all students to participate in the entrepreneurial course offerings without disrupting their mandatory curriculum. This initiative provides faculty and staff with the opportunities to conduct self assessments and professional growth meetings via the Critical Friends component and the school based Total Quality Intervention sessions in which all faculty members are able to participate because of the new SSR master schedule.

### **Performance Results:**

The two lowest categories on the OPIS for the 500 Role Model Academy were the average scores of 3.9 out of a possible 5.0 in the categories of Process Management and Strategic Planning.

The instructional focus for the 2006-2007 school year resulted in a 37% reduction in student suspensions from the 2005-2006 school year (866) to (246) for the 2006-2007 school year.

The average rate of attendance for the faculty and staff was at 95.1% for the 2006-2007 school year.

FRMA will continue to strive to enhance the educational opportunities for there students and the knowledge base for all instructional personnel.



# School Improvement Plan 2007-2008



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

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



***Schools Offering Primarily Grades 6 through 12***

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

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

Different Innovative Approaches to Instruction--The FRMA infuses technology such as ExploreLearning Gizmos, Reading PLUS, FOCUS, etc. as a part of differentiated instruction into the daily routine.

Responsibility of Teaching Reading for Every Teacher--Reading strategies are evidenced in daily lesson plans incorporating benchmarks from the reading focus calendar.

Quality Professional Development--The professional development liaison coordinates and facilitates activities based on needs and desires.

Small Learning Communities--Teachers collaborate during weekly common planning times as well as during the weekly Total Quality Intervention (TQI) meetings.

Intensive Intervention in Reading and Mathematics--Intensive Reading Plus, Intensive Reading, and Intensive Math classes are offered to Level I and II students.

Course Choice Based on Student Goals/Interests/Talents--Elective courses which focus on the entrepreneurial module are chosen by the students based on their interests and career goals.

Master Schedules Based on Student Needs--Students are scheduled into classes with consideration to their reading and math levels, courses failed, interests, and attention span, etc.

Parental Access and Support--Parents are given information such as Parent Academy, Parent Portal Title I, etc. in order to access information concerning their children. A parent resource area is available to the parents granting access to other information and help to meet their needs. The doors of FRMA are always open to welcome parents and assist them whenever needed.

Applied and Integrated Courses--The courses offered in the entrepreneurial module provide hands-on and real-life on-the-job experiences.

Academic and Career Planning--Students complete Personal Improvement Plans (PIP) through the guidance of the Student Services Department which include short-term goals for the school year as well as long-term and life long goals for careers and the future.

### Reading Goal

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

#### **Florida Education Priorities**

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

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

#### **District Strategic Plan**

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

### Reading Statement

Increase reading skills of all students.

### Needs Assessment

Based upon an analysis of the data of the 2007 administration Florida Comprehensive Assessment Test (FCAT) in Reading, the results indicate a need for intensive instruction for students in grades six through nine as well as professional development for the staff. The percent of students scoring at or above level 3 in Reading was as follows: grade 6 was 15%; grade 7 was 20%; grade 8 was 45%; grade 9 was 0%. Cluster analysis data revealed that Comparisons was the most difficult strand for grade 6 students as evidenced by an average of 38% correct in comparison to both the district's and state's averages of 63% mastery, respectively. In grade 7, student data indicated Words & Phrases as the most difficult strand as evidenced by an average of 43% correct as compared to the state's average of 57% and 71% mastery, respectively. The student data in grade 8 indicated Reference/Research as the most difficult strand as evidenced by an average of 38% correct as compared to both the district's and state's averages of 54% mastery.

### NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input 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, students in grades six through nine will improve their reading skills as evidenced by 58% of the students scoring at or above level 3 on the 2008 administration of the FCAT in Reading.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue professional development for all teachers in the CIM to enhance their skills in developing instructional strategies.	Principal Assistant Principal	8/16/2007	8/17/2007	Continuous Improvement Model	0
Continue school-wide implementation and monitoring of the District's Comprehensive Reading Plan	Principal, Assistant Principal, Reading Coach	8/16/2007	05/30/2008	District-wide Literacy Plan	0
Assign students to teachers in which the most conducive testing environment and teacher/student relationship will encourage the maximum student participation and performance on the March 2008 administration of the FCAT.	Principal, Assistant Principal	08/28/07	05/30/2008	Education Innovation	0
Continue staff development on the use of Student Performance Indicator (SPI) to tailor individual student instruction as specified in the Performance Monitoring Plan (PMP).	Principal, Assistant Principal	08/22/07	05/30/2008	Continuous Improvement Model	0
Identify all NCLB sub-groups who scored in the lowest 25 percent on the 2007 FCAT Reading Test and provide additional instructional support through pull-out tutoring.	Principal, Assistant Principal, Reading Coach	08/17/07	05/30/2008	Continuous Improvement Model	0
Provide tutorial opportunities and credit recovery opportunities via PLATO for students that display deficiencies on mini-assessments and enrichment opportunities for the students that have mastered the tested benchmark.	Principal, Assistant Principal, Reading Coach	08/27/2007	05/30/2008	District-wide Literacy Plan	200
Analyze and disaggregate 2006-2007 FCAT Test data.	Principal, Assistant Principal, Reading Coach	08/16/2007	09/07/2008	Continuous Improvement Model	0
Conduct "Test Talks" for all students to improve understanding of student performance data and strategies to improve student performance on the March 2008 administration of the FCAT	Principal, Assistant Principal, Student Services Department	08/16/07	05/30/2008	Exchange Meaningful Information	0
Enroll students with deficiencies on the FORF in Intensive Reading Plus classes and Level II students in Intensive Reading classes.	Principal, Assistant Principal	08/16/07	05/30/2008	District-wide Literacy Plan	0
Administer district-produced interim assessments in reading to all students, grades six-nine, and analyze scores to target performance on the Florida Comprehensive Assessment Test (FCAT).	Principal, Assistant Principal, Reading Coach, Test Chairperson	08/30/07	04/22/2008	District-wide Literacy Plan	0
Administer mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2008 administration of the FCAT.	Principal, Assistant Principal, Reading Coach, Test Chairperson	08/30/07	05/30/2008	Continuous Improvement Model	0
Develop, implement, and monitor an instructional focus calendar utilizing the district pacing guide, inclusive of bi-weekly mini-assessments	Principal, Assistant Principal, Reading Coach	8/16/2007	05/30/2008	Continuous Improvement Model	0
Provide professional development for all teachers in CRISS and differentiated instruction to enhance their skills in developing instructional strategies.	Principal, Assistant Principal, Reading Coach	09/05/07	05/30/2008	Continuous Improvement Model	0
Implement a daily DEAR Time period utilizing pre-selected texts.	Principal, Assistant Principal, Reading Coach, Media Specialist	08/20/07	05/30/2008	District-wide Literacy Plan	0
Utilize district-produced curriculum pacing guide, Examview and EduSoft to create and score benchmark specific mini assessments.	Principal, Assistant Principal, Reading Coach	08/20/07	05/30/2008	Continuous Improvement Model	0
Provide professional development for parents to assist with Reading strategies to implement at home.	Principal, Assistant Principal, Reading Coach, Media Specialist	08/20/07	05/30/2008	District-wide Literacy Plan	0

Facilitate District School Site visitations to determine areas of strengths and weaknesses in the overall learning program.	Principal, Assistant Principal, Math Coach, Reading Coach, Teacher Trainer	08/20/07	06/06/08	Continuous Improvement Model	0
Integrate performance objectives reflected in scorecard for Alternative Education Principals.	Principal	08/16/07	06/06/08	Pay/Incentive Model & Evaluation	0
Utilize Alternative Education Student Self-Assessment Survey Data to address opportunities for improvement.	Principal, Assistant Principal, Student Services Department	08/20/07	06/04/08	Alternative Education	0
Utilize Personal Improvement Plans (PIP) for all students to strengthen student responsibility and efforts toward improving personal and academic goals for the 2007-2208 school year.	Principal, Student Services Department	08/20/07	06/04/08	Continuous Improvement Model	0
Utilize Reading Coach to support school improvement efforts as well as model effective teaching strategies.	Principal, Assistant Principal, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Respond to and implement recommendations provided by the district site visitation team.	Principal	10/3/07	12/21/07	District-wide Literacy Plan	0
Offer enrichment and/or independent study to students performing at or above grade level.	Principal	August 20,	May 30, 20	Academic Enrichment Opportunities	0

### Research-Based Programs

McDougal Littell, The Language of Literature series for sixth-ninth grade students.

McDougal Littell, Bridges to Literature, a transitional reading program which can be used to help less proficient readers.

McDougal Littell, The Interactive Reader Plus, The Interactive Reader with Additional Support and The Interactive Reader for English Learners. Auxiliary materials, such as CDs and videos are also included.

Language!

Supplemental materials, such as Scholastic Action and Scope magazines will also be used.

Read XL

Reading Plus

FCAT Explorer

FOCUS

### Professional Development

Reading Plus  
 Reading Coach Clinic  
 AD/HD Assessment and Interventions Using the RtI Model  
 United Teachers of Dade (Steward Internship)  
 PLATO  
 Data Analysis  
 SPI  
 SIP Training  
 Language! Program Training  
 Code of Student Conduct/Alternative to Suspension Training  
 FCAT Explorer Training  
 CRISS Training  
 Edusoft Training  
 CELLA  
 Riverdeep Training  
 FOCUS training

### Evaluation



# School Improvement Plan 2007-2008



This objective will be evaluated by the summative scores on the 2008 administration of the FCAT Reading test. Progress will be monitored and evaluated by results on formative bi-weekly benchmark assessments administered by the teacher, along with the district interim assessments for all students. This data will be used to facilitate guided reading groups as well as create flexible tutorials. Students will also be tested using the Florida Oral Reading Fluency (FORF) test following the district's schedule. Frequent classroom walk-throughs by school site administrators will also be used as an evaluative tool to monitor progress in meeting the stated objectives.

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

**Mathematics Statement**

Increase mathematics skills of all students.

**Needs Assessment**

Based upon an analysis of the data of the 2007 Florida Comprehensive Assessment Test (FCAT) in Mathematics, the results indicate a need for intensive instruction for students in grades six through nine, as well as professional development for the staff. The percent of students scoring at or above level 3 in Math is as follows: grade 6 was 0%; grade 7 was 9%; grade 8 was 41%; grade 9 was zero percent (0%).

Cluster analysis data revealed that the sixth grade students had the most difficulty with Measurement, as evidenced by an average of 11% mastery as compared to the district average of 33% and the state average of 44% mastery. Grade seven's data revealed that Number Sense, Measurement, Algebraic Thinking and Data Analysis were equally difficult, as evidenced by an average of 33% mastery as compared to the district and state averages of 55% for Number Sense, 44% for Measurement, and 55% for Algebraic Thinking and Data Analysis, respectively. Eighth grade students showed the least proficiency in Data Analysis, as evidenced by a 16% mastery, as compared to the state average of 50% and a district average of 41% mastery. The ninth grade data revealed no scores because less than ten students were tested. In mathematics professional development needs to be provided to the teachers in order to positively affect the percent of students mastering the mathematical concepts.

**NCLB Subgroup Target**



# School Improvement Plan 2007-2008



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





# School Improvement Plan 2007-2008

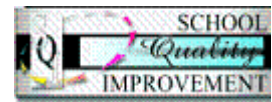


## **Measurable Objective**

Given instruction using the Sunshine State Standards, students in grades six through nine will improve their mathematics skills as evidenced by 62% of the students scoring at or above level 3 on the 2008 administration of the FCAT in Mathematics.

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# School Improvement Plan 2007-2008



STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze and disaggregate 2006-2007 FCAT data.	Principal, Assistant Principal, math Coach, Teachers	8/16/07	6/05/08	Continuous Improvement Model	0
Employ direct instruction emphasizing algebraic/geometric concepts, problem solving and real world applications that focus on the benchmarks assessed on the FCAT, in accordance with the district pacing guide.	Principal, Assistant Principal, Math Coach, Teachers	8/16/07	6/05/08	Academic Enrichment Opportunities	0
Implement the use of FCAT Explorer to target specific benchmark strands and Riverdeep Mathematics internet resource to improve math skills.	Principal, Assistant Principal, Math Coach	8/31/07	6/05/08	District-wide Literacy Plan	0
Conduct testing that contains FCAT formatted problems solving items and questions utilizing Examview and EduSoft.	Principal, Assistant Principal, Math Coach	8/16/07	6/05/08	Continuous Improvement Model	0
Provide staff development on mathematic strategies including the use of graphing calculators and manipulatives.	Principal, Assistant Principal, math Coach	8/16/07	6/05/08	Continuous Improvement Model	0
Pretest 6th through 9th grade students for early detection of Sunshine State Standard benchmark skill deficiencies using item analysis. Provide remediation tutorials via early bird and pull out models.	Principal, Assistant Principal, Math Coach	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide enrichment opportunities for students that show mastery of benchmarks via PLATO and other technology programs.	Principal, Assistant Principal, Counselor	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Conduct "Test Talks" for all students to improve understanding of student performance data and strategies to improve student performance on the March 2008 administration of the FCAT.	Principal, Assistant Principal, Counselor	8/14/06	6/1/07	Continuous Improvement Model	0
Administer mock FCAT examinations to simulate actual testing conditions and improve student participation and performance on the March 2008 administration of the FCAT.	Principal, Assistant Principal, Math Coach, Test Chairperson	8/20/07	6/05/08	Continuous Improvement Model	0
Utilize all components of the CIM to drive instruction.	Principal, Assistant Principal	08/16/07	06/05/08	Continuous Improvement Model	
Utilize data from District School Site visitations to demonstrate improvement in the overall learning environment.	Principal, Assistant Principal, Leadership Team	08/20/2007	06/05/2008	Continuous Improvement Model	0
Integrate performance objectives reflected in the scorecard for Alternative Education Principals.	Principal, Assistant Principal	08/16/2007	06/05/2008	Pay/Incentive Model & Evaluation	0
Implement SSR and Alternative Education redesign elements.	Principal, Assistant Principal	08/16/2007	06/05/2008	Secondary School Reform	1000
Utilize Alternative Education Student Self-Assessment Survey data to improve the delivery of mathematical concepts.	Principal, Assistant Principal, Math Coach	08/16/2007	06/05/2008	Alternative Education	0
Assign students to teachers in which the most conducive testing environment and teacher/student relationship is provided to maximize student participation and performance on the March 2008 administration of the FCAT.	Principal, Assistant Principal, Test Chairperson	08/16/2007	06/05/2008	Education Innovation	0
Utilize Personal Improvement Plans (PIP) 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 Department	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize Math Coach to support school improvement efforts, as well as model teaching strategies.	Principal, assistant Principal, Math Coach	08/16/2007	06/05/2008	District-wide Literacy Plan	0
Enroll all students scoring a Level I on the 2007 administration of the FCAT to Intensive Math classes.	Principal, Assistant Principal	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Identify all NCLB sub-groups who scored in the lowest 25% on the 2007 FCAT Mathematics Test and provide additional instructional support through pull-out tutoring.	Principal, Assistant Principal, Math Coach	08/20/2007	06/05/2008	Continuous Improvement Model	0
Respond to and implement recommendations provided by the district site visitation team.	Principal	10/3/07	12/21/07	Continuous Improvement Model	0



# School Improvement Plan 2007-2008



## Research-Based Programs

McDougal Littell - State adopted textbook for mathematics

Hands-On Equations Learning System - School purchased visual kinesthetic manipulative algebra supplement.

FCAT Explorer - District Purchased internet math program based on the Sunshine State Standards

Riverdeep - District Purchased internet math interactive program designed to target specific skills

T3 Teachers Teaching With Technology – AC2E Algebra with Calculator and Computer Enhancement

ExploreLearning Gizmos

FOCUS

## Professional Development

Riverdeep Training

FCAT Explorer Training

Use of Manipulatives in Math

Test Item Specifications Training

ExploreLearning Gizmos

PLATO

SPI

Data Analysis

CRISS

EduSoft

FOCUS

## Evaluation

This objective will be evaluated by the summative scores on the 2008 administration of the FCAT mathematics test. Progress will be monitored and evaluated by results on formative bi-weekly benchmark assessments will be administered by the teacher, along with the district interim assessments for all students. This data will be used to facilitate differentiated instructional and tutorial groups. Frequent classroom walk-throughs by school site administrators will also be used as an evaluative tool to monitor progress in meeting the stated objectives.

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

### **Writing Statement**

Improve Writing skills for all eighth grade students.

### **Needs Assessment**

Based upon an analysis of the data of the 2007 Florida Comprehensive Assessment Writing Test, the results indicate a need for intensive instruction for students in grade eight as well as professional development for the staff. An average of 71% of the eighth grade students scored at or above level 3.5. Cluster analysis indicated that 67% of the students who were tested on Writing to Explain scored at or above level 3.5, while 79% of the students who were tested on Writing to Persuade scored at or above level 3.5. The mean points earned by multiple-choice reporting categories are as follows: Focus was 5 out of 11; Organization was 3 out of 7; Support was 3 out of 9; and Conventions was 6 out of 17. As a result a more intense focus on writing across the curriculum must be implemented.

### **NCLB Subgroup Target**

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



# School Improvement Plan 2007-2008



## **Measurable Objective**

Given instruction using the Sunshine State Standards, students in grade eight will improve their Writing skills as evidenced by a 1% increase in the percentage of students scoring 3.5 or higher on the 2008 FCAT Writing test.

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# School Improvement Plan 2007-2008



STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement a writing action plan in which all instructors would include essential standards and benchmarks using a timeline model delineating specific objectives to be covered. Follow the writing components in the district's pacing guide for reading.	Principal, Assistant Principal, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Analyze and disaggregate 2006-2007 FCAT data.	Principal, Assistant Principal, Reading Coach	08/17/2007	06/05/2008	Continuous Improvement Model	0
Administer writing prompts as writing practice assessments across the curriculum to identify those who may require early intervention and more extensive assistance.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/2008	Continuous Improvement Model	0
Provide professional development for all teachers on writing strategies including holistic scoring and the writing process via department meetings and Regional Center Reading support personnel.	Principal, Assistant Principal, Reading Coach	08/20/07	06/05/2008	District-wide Literacy Plan	0
Provide a nine week "count down to FCAT" during the 10 minute school-wide homeroom period that focuses on identified benchmarks.	Principal, Assistant Principal, Reading Coach	01/07/08	04/07/08	Continuous Improvement Model	0
Administer a writing pre-test to evaluate the proficiency level of all students.	Principal, Assistant Principal, Reading Coach	08/30/07	08/30/07	Continuous Improvement Model	0
Provide tutoring during the Saturday Academy program for all eighth grade students.	Principal, Assistant Principal, Reading Coach	09/08/07	03/27/2008	Academic Enrichment Opportunities	1500
Conduct test simulations to mimic FCAT Writing+.	Principal Assistant Principal Reading Coach	08/30/2007	06/05/2008	Continuous Improvement Model	0
Utilize graphic organizers to enhance expository and persuasive writings.	Principal, Assistant Principal, Reading Coach, Teachers	08/20/07	06/05/2008	District-wide Literacy Plan	0
Utilize data from the District School Site visitations to demonstrate improvements in the overall learning environment.	Principal, Assistant Principal, Leadership Team	08/20/2007	06/05/2008	Alternative Education	0
Integrate performance objectives reflected in the scorecard for Alternative Education Principals.	Principal, Assistant Principal	08/16/2007	06/05/2008	Pay/Incentive Model & Evaluation	0
Implement SSR and Alternative Education redesign elements.	Principal, Assistant Principal, Leadership Team	08/16/2007	06/05/2008	Secondary School Reform	0
Utilize Alternative Education Student Self-Assessment Survey data.	Principal, Assistant Principal, Leadership Team	08/16/2007	06/05/2008	Alternative Education	0
Conduct 'Test Talks' for all students to improve understanding of student performance data and strategies to improve student performance on the March 2008 administration of the FCAT.	Principal, assistant Principal, Student Services Department	08/20/2007	06/05/2008	Continuous Improvement Model	0
Assign students to teachers in which the most conducive testing environment and teacher/student relationship is provided to maximize student participation and performance on the March 2008 administration of the FCAT.	Principal, Assistant Principal, Test Chairperson	08/20/2007	06/05/2008	Education Innovation	0
Utilize Personal Improvement Plans (PIP) 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 Department	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Utilize CRISS strategies by all teachers of Language Arts and Intensive Reading courses.	Principal, Assistant Principal, Reading Coach	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Utilize reading Coach to support school improvement efforts, where assigned.	Principal, Assistant Principal, Reading Coach	08/16/2007	06/05/2008	District-wide Literacy Plan	0
Respond to and implement recommendations provided by the district site visitation team.	Principal	10/3/07	12/21/07	District-wide Literacy Plan	0

## Research-Based Programs

1. Houghton-Mifflin English book
2. Houghton-Mifflin English Workbook Plus
3. Supplemental FCAT Writing materials from Reading/Language Arts Department
4. Houghton-Mifflin Reading and Writing Source Book

## Professional Development

- Writing Rubric Workshop
- Holistic Scoring Workshop
- Writing prompt focus lesson workshop
- SPI
- Data Analysis
- CRISS
- EduSoft

## Evaluation

This objective will be evaluated by the summative results of the 2008 administration of the FCAT Writing+ test. Progress will be monitored through the district's pre/post tests as well as bi-weekly prompts and grammar formative assessments administered by the teachers. Teachers will analyze assessment data and utilize the results to tailor their instruction to teach peer and self-evaluation strategies. Daily student journals will also be used as ongoing formative assessment. Frequent classroom walk-throughs by school site administrators will also be used as an evaluative tool to monitor progress in meeting the stated objectives.



### 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**

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

**Science Statement**

Improve science skills for all eighth grade students.

**Needs Assessment**

Based upon an analysis of the data of the 2007 Florida Comprehensive Assessment Science Test, the results indicated a need for intensive instruction for students in grade eight as well as professional development for the staff. Physical/Chemical Sciences presented big challenges for the eighth grade students as evidenced by an average of 21% mastery in those strands. The district's average was 35% and the state's average for the Physical and Chemical Sciences was 42%. Content Cluster analysis reveal the mean points by content area are as follows: Physical/Chemical Sciences--3 out of 14; Earth/Space Sciences--4 out of 12; Life/Environmental Sciences--4 out of 13; Scientific Thinking --4 out of 12. As a result a more intense focus on science must be implemented.

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will demonstrate improvement in Science skills as evidenced by a 28% increase of students scoring at or above FCAT Achievement Level 3 on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze and disaggregate 2006-2007 FCAT data.	Principal, Assistant Principal, Teacher Trainer	08/16/07	6/05/08	Continuous Improvement Model	0
Conduct FCAT informative meetings for parents and students.	Principal, Assistant Principal, Teachers	8/20/07	03/28/2008	Continuous Improvement Model	0
Develop, implement and monitor an instructional focus calendar for science.	Principal, Assistant Principal, Teacher Trainer	8/16/07	6/05/08	Continuous Improvement Model	0
Administer bi-weekly mini assessments encompassing benchmarks to monitor progress and redirect instruction.	Principal, Assistant Principal, Teacher Trainer	8/20/07	6/05/08	Continuous Improvement Model	0
Administer district-produced interim assessments.	Principal, Assistant Principal, Test Chairperson	8/16/07	6/05/08	Continuous Improvement Model	0
Conduct hands on, inquiry based science investigations, and multi-media presentations..	Principal, Assistant Principal, Teachers	8/16/07	6/05/08	Academic Enrichment Opportunities	0
Provide students with real world experiences that link the science curriculum to its applications to the world of work.	Principal, Assistant Principal, Teachers	8/16/07	6/05/08	Academic Enrichment Opportunities	0
Infuse technology and mathematics techniques into the science curriculum via the Riverdeep science computer program as well as the ExploreLearning Gizmos program.	Principal, Assistant Principal, Teacher Trainer	8/16/07	6/05/08	District-wide Literacy Plan	0
Implement the District's suggested long range Science curriculum pacing guide for middle school science.	Principal, Assistant Principal, teacher Trainer	8/16/07	6/05/08	District-wide Literacy Plan	0
Utilize all components of the CIM to drive instruction.	Principal, Assistant Principal, Teacher Trainer	08/16/2007	06/05/2008	Continuous Improvement Model	0
Utilize District School Site visitations to demonstrate improvement in the overall learning environment.	Principal, Assistant Principal, Leadership Team	08/16/2007	06/05/2008	Alternative Education	0
Integrate performance objectives reflected in the scorecard for Alternative Education Principals.	Principal, Assistant Principal, Leadership Team	08/16/2007	06/05/2008	Pay/Incentive Model & Evaluation	0
Implement SSR and Alternative Education redesign elements.	Principal, Assistant Principal	08/16/2007	06/05/2008	Secondary School Reform	0
Utilize Alternative Education Student Self-Assessment Survey data.	Principal, Assistant Principal, Leadership Team	08/16/2007	06/05/2008	Alternative Education	0
Conduct 'Test Talks' for all students to improve understanding of student performance data strategies to improve student performance on the March 2008 administration of the FCAT.	Principal, Assistant Principal, Student Services Department	08/20/2007	06/05/2008	Continuous Improvement Model	0
Develop and implement plan to target grade level science and tested benchmarks.	Principal, Assistant Principal, Teacher Trainer	08/16/2007	06/05/2008	Continuous Improvement Model	0
Assign students to teachers in which the most conducive testing environment and teacher/student relationship is provided to maximize student participation and performance on the March 2008 administration of the FCAT.	Principal, Assistant Principal, Test Chairperson	08/16/2007	06/05/2008	Continuous Improvement Model	0
Utilize Personal Improvement Plans (PIP) 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 Department	08/20/2007	06/05/2008	Exchange Meaningful Information	0

Provide tutorial during Saturday Academy to extend hands-on learning opportunities.	Principal, Assistant Principal	09/15/2007	03/28/2008	Academic Enrichment Opportunities	1500
Utilize Teacher Trainer to support school improvement efforts, where assigned.	Principal, Assistant Principal, Teacher Trainer	08/16/2007	06/05/2008	Continuous Improvement Model	0
Respond to and implement recommendations provided by the district site visitation team.	Principal	10/3/07	12/21/07	Continuous Improvement Model	0
Provide enrichment and/or independent study to students performing at or above grade level.	Principal	August 20,	May 6, 200	Academic Enrichment Opportunities	0

### Research-Based Programs

1. Glencoe-McGraw-Hill: Science Voyages (state adopted text for Science)
2. Stewart Cycle for Learning and Improvement Model (Plan-Do-Study-Act)

### Professional Development

- Data Analysis
- Curriculum Mapping
- Continuous Improvement Model
- Riverdeep
- Manipulatives in Science
- Item specifications training.
- Science Technology and Children's Kits Workshops
- Sci-tech (online science resource). All workshops and inservices to be incorporated into Science Department monthly calendar documenting registration and attendance.
- ExploreLearning Gizmos
- SPI
- CRISS
- EduSoft

### Evaluation

This objective will be evaluated by the summative scores on the 2008 administration of the FCAT Science test. Progress will be monitored and evaluated by results on formative bi-weekly benchmark assessments administered by the teacher, along with the district interim assessments for all students. Frequent classroom walk-throughs by school site administrators will also be used as an evaluative tool to monitor progress in meeting the stated objectives.

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

### **Parental Involvement Statement**

Increase parental involvement in the educational process as well as participation in the Parent Academy at The 500 Role Model Academy of Excellence.

### **Needs Assessment**

Studies show that family involvement greatly enhances academic performance (Stevenson and Baker 1987; USDE 1994). An assessment of logs detailing Open House participation and Student Services Department sign-in sheets for 2006-2007 indicate a low percentage of parental involvement in our school. The level of parent involvement and participation in The Parent Academy last year was below 10% overall. Thus, the following needs have been identified: the need for more school/home communication, the need for more school-sponsored activities to assist parents in promoting literacy at home, and the need for increased parental involvement in The Parent Academy.

### Measurable Objective

Given the need to increase parental involvement in the effort to improve learning, parental involvement will be increased by 5% during the 2007-2008 school year as compared to the 2006-2007 school year, as evidenced by an increase of signatures on the sign-in sheets for school and community events.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Connect-Ed to notify parents of upcoming school functions and other important school information.	Principal, Assistant Principal	08/20/07	05/30/2008	Exchange Meaningful Information	500
Promote parent participation in school events by improving advertisement of all activities through the publication of a monthly parent calendar, letters, flyers, report cards, parent/teacher conferences, "Open House", and Title I meeting.	Principal, Assistant Principal	08/20/07	05/30/2008	Exchange Meaningful Information	500
Utilize the school's career specialist to make home visits for students whose parents are unable to visit the school to solicit their involvement in working to improve their child's academic status.	Principal, Assistant Principal, Career Specialist	08/20/07	05/30/2008	Truancy Prevention	500
Host spelling bee competitions, science fair night, and math competitions for students and invite parents in an effort to improve parent involvement.	Principal, Assistant Principal, Media Specialist, Reading/Math Coach, Teacher Trainer	10/30/07	05/25/2008	Improve Public Perception	300
Host parent FCAT nights with dinner to encourage and enhance parental focus and involvement with preparing our students for the March 2008 FCAT administration.	Principal, Assistant Principal, Reading Coach, Math Coach, Science Department Chairperson	09/08/07	03/27/2008	Academic Enrichment Opportunities	500
Maintain a "Parent Contact Log" to record all communication with parents to ensure continuation of home/school connection.	Principal, Assistant Principal, Student Services Department, Teachers	08/20/07	05/30/2008	Improve Public Perception	0
Conduct Parent Resource Center workshops via The Parent Academy.	Principal, Assistant Principal, Reading Coach, Media Specialist	08/20/07	05/30/2008	Exchange Meaningful Information	0
Conduct test talks.	Principal, Student Services Department, Teachers	09/05/07	05/30/2008	Continuous Improvement Model	500
Integrate performance objectives reflected in the scorecard for Alternative Education Principals.	Principal, Assistant Principal	08/20/2007	06/05/2008	Pay/Incentive Model & Evaluation	0
Encourage parents to utilize the Parent Resource area located in the school.	Principal, Assistant Principal, media Specialist, Reading Coach	08/20/2007	06/05/2008	Parental Choice Options	250
Respond to and implement recommendations provided by the district site visitation team.	Principal	10/3/07	12/21/07	Improve Public Perception	0

### Research-Based Programs

1. Parent/Teacher/Student Association Anne Henderson and Nancy Berla: "The Evidence Grows" (1981)
2. "The Evidence Continues To Grow" (1987)
3. "A New Generation of Evidence"
4. "The Family is Critical to Student Achievement" (1995)
5. "Just Read Families!"
6. "Getting Started"
7. "Families Building Better Readers"
8. National PTA Standards for Family Involvement Program

### Professional Development



# School Improvement Plan 2007-2008



- Training in the National PTA standards for Family Involvement
- ESAAC Training Workshop
- MDCPS Parent Volunteer Training
- Monthly Parent Orientation Workshops
- FCAT Information Meetings
- SIP Training for Parents
- Sunshine State Standards Information Meeting
- Bi-Lingual Parent Meetings for Spanish and Creole speaking parents
- Quarterly PD provided by personnel from the school and The Parent Academy

## Evaluation

This objective will be measured through:

1. Attendance rosters for all parent/community activities
2. Monitoring "Parent Contact Log"
3. PTSA membership rosters
4. EESAC meeting sign-in rosters
5. Title I Parent Surveys

## 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"/>

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

### **Discipline & Safety Statement**

Improve safety and discipline for all students.

### **Needs Assessment**

Analysis of data indicated that although there was a significant improvement in student behavior for the 2006-2007 school year as evidenced by a 37% decline in the number of days that students were on outdoor suspensions from 866 to 246 and a decline in the number of days that students were on indoor suspension from 1275 to 445, there is still room for improvement. The use of effective intervention strategies to decrease negative student behaviors should have a positive impact on student attendance and thus student achievement.



### Measurable Objective

Given emphasis on a safe and orderly learning environment, student behavior will improve as evidenced by a 10% decrease in the number of days the students are on outdoor suspension during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct quarterly student orientations so that expectations can be delineated.	Principal, Assistant Principal, Counselor	8/20/07	6/05/08	Safe and High-quality Facilities	0
Conduct mandatory one-on-one orientations with new students and their parents before the student enters into the school.	Principal, Assistant Principal, Counselor	8/20/07	6/05/08	Safe and High-quality Facilities	0
Train all faculty and staff in "It did not have to happen"	Principal, Assistant Principal	8/16/07	6/05/08	Exchange Meaningful Information	200
Utilize Personal Improvement Plans for all students to strengthen student responsibility and efforts toward improving personal and academic goals for the 2007-2008 school year.	Principal, Counselor, Trust Specialist, Assistant Principal	8/16/07	6/05/08	Continuous Improvement Model	0
Provide all students with a copy of the Code of Student Conduct.	Principal, Assistant Principal	8/20/07	6/05/08	Safe and High-quality Facilities	100
Utilize alternative to suspension strategies such as indoor suspension, work detail and detention.	Principal, Assistant Principal, TRUST Counselor	8/20/07	6/05/08	Safe and High-quality Facilities	0
Conduct group and individual intervention sessions to address issues before they expand into serious problems.	Principal, Assistant Principal, TRUST Specialist, Counselor	8/20/07	6/05/08	Safe and High-quality Facilities	0
Continue to implement and monitor a school-wide discipline plan (5 Step Process).	Principal, Assistant Principal, Discipline Dean	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Provide peer mediation, conflict resolution, and parenting strategies.	Principal, Counselors	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Focus on character education school-wide.	Principal, Counselors	08/20/2007	06/05/2008	Safe and High-quality Facilities	0
Utilize Total Quality Intervention (TQI) meetings to monitor outdoor suspensions.	Principal, Leadership Team	08/20/2007	06/05/2008	Truancy Prevention	0
Counsel students on violence, substance-abuse, and other self-defeating behaviors.	Principal, Counselors	08/20/2007	06/05/2008	Student Wellness	0
Respond to and implement recommendations provided by the district site visitation team.	Principal	10/3/07	10/21/07	Safe and High-quality Facilities	0

### Research-Based Programs

Dr. Wong's "First Days of School" books and videos

### Professional Development

- "It did not have to happen" workshop by Alternative Education
- The Melissa Institute for Non-Violence Training

### Evaluation

Progress on this objective will be measured by comparing the number of outdoor suspension days issued for the 2006-2007 school year to the number of outdoor suspension days issued for the 2007-2008 school year. Progress will be monitored each nine week grading period.

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

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

### **Technology Statement**

Increase the utilization of Technology by all students and faculty members.

### **Needs Assessment**

During the 2006-2007 school year, the percentage of faculty members utilizing computers software programs such as the electronic grade book was one hundred percent (100%). However, the percentage of faculty and students utilizing email, Riverdeep, FCAT Explorer, Reading PLUS, FOCUS, ExploreLearning Gizmos etc. was less than seventy percent (70%). There is a significant need to increase faculty and student awareness and utilization of the aforementioned programs.

### Measurable Objective

Given the need to improve the use of technology in the effort to improve learning, the number of faculty members and students that utilize computers during the school day will increase by 50%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training for all teachers on utilizing the district's electronic gradebook.	Principal, Assistant Principal, Gradebook Managers	8/16/07	6/05/08	Education Innovation	0
Continue to upgrade classroom computer stations throughout the building.	Principal, Microsystems Technician	8/16/07	6/05/08	Business Process Redesign	15000
Increase student enrollment in computer education classes.	Principal, Assistant Principal, Counselor	8/16/07	6/05/08	Business Process Redesign	0
Provide initial and follow-up trainings for teachers on microsoft word, excel, and power point to encourage the infusion of technology into classroom instruction.	Principal, Assistant Principal, Business Education Teacher	8/16/07	6/05/08	Exchange Meaningful Information	0
Provide training for teachers in PLATO.	Principal, Assistant Principal, Counselor	10/30/2007	1/15/2008	Exchange Meaningful Information	100
Provide training to staff in the utilization of the district email system.	Principal, Assistant Principal, Computer Technician	8/16/2007	06/05/2008	Exchange Meaningful Information	0
Provide training for teachers in the utilization of computer programs such as Riverdeep, FCAT Explorer, FOCUS, ExploreLearning Gizmos, Reading PLUS, etc.	Principal, Assistant Principal, Reading/Math Coach	08/16/2007	06/05/2008	District-wide Literacy Plan	0
Maintain and update work stations and servers.	Principal, Microsystems Technician	08/20/2007	06/05/2008	Safe and High-quality Facilities	1000
Provide software and technical support to students and staff.	Principal, Microsystems Technician	08/20/2007	06/05/2008	Safe and High-quality Facilities	1000
Respond to and implement recommendations provided by district site visitation team.	Principal	10/3/07	10/21/07	Education Innovation	0

### Research-Based Programs

1. "Promoting Technology Use in Schools", Goldman, Cole, and Syer (1999)
2. "Using Technology to Improve Student Achievement" (Ringstaff & Kelley, 2002; Panel on Educational Technology, 1997; Melmed, 1995).
3. "Different Types of Technology and their Educational Applications", Murphy, Penuel, Means, Korbak and Whaley (2001)
4. "Technology and Youth: Wired Schools and Wired Lives", National Center for Education Statistics (NCES) (Parsad & Jones, 2005)

### Professional Development

- Electronic Grade Book Training
- Basic Computer Overview
- Microsoft Word, Excel and Powerpoint Workshops
- PLATO Training
- SPI Training
- Riverdeep
- FCAT Explorer
- FOCUS
- ExploreLearning Gizmos
- Reading PLUS
- District email

### Evaluation



# School Improvement Plan 2007-2008



This objective will be evaluated by monitoring the use of each program by teachers and staff. Classroom observations, student folders, and teacher manufactured documents will also serve as evidence of successfully accomplishing this objective.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

#### *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"/>

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

Increase the number of health and fitness presentations.

### ***Needs Assessment***

An analysis of the records of the Student Services Department yielded that there were no presentations or guest speakers that addressed First Aid and safety procedures. There is a need to inform our students about First Aid and safety procedures in order to promote health and fitness.

### Measurable Objective

Given the need to improve student health and physical fitness in the effort to improve learning, the number of opportunities for students to participate in First Aid and safety activities and presentations will be increased by 50% for the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide information about First aid and Safety Precautions.	Principal, Science Teachers, Student Services Department, Physical Education Teachers	08/20/07	05/30/2008	Student Wellness	500
Organize presentations on general health issues.	Principal, Student Services Department, Physical Education Teachers	08/20/07	05/30/2008	Student Wellness	300
Provide instruction in Health related illnesses.	Principal, Science Teachers, Physical Education Teachers	08/20/07	05/30/2008	Student Wellness	0
Provide information about safety hazards.	Principal, Student Services Department, Science Teachers, Physical Education Teachers	08/20/07	05/30/2008	Healthcare & Healthy Choices	0
Organize presentations on First Aid and Safety Precautions utilizing fire fighters and the American Red Cross.	Principal, Student Services Department, Physical Education Teachers	08/20/07	05/30/2008	Healthcare & Healthy Choices	500

### Research-Based Programs

1. The President's Council on Physical Fitness and Sports
2. "First Aid and Safety", Children Health News
3. "Preventing Children's Sports Injuries", Children Health News
4. "Health and Safety Services", American Red Cross

### Professional Development

-CPR & First Aid Courses

### Evaluation

This objective will be measured by the documented number of presentations and guest speakers as well as by the students' mastery of administering first aid and following safety precautions.

## 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*

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

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

Design an entrepreneurial curriculum to expose the student population to various career fields.

### ***Needs Assessment***

Based on an analysis of student career needs assessment about their future career plans, responses were not favorable. A definite need exists to expose the student population to the various types of careers that are available to them. During the 2006-2007 school year, there was one career oriented field trip provided for the student population.

### Measurable Objective

Given the need to improve student awareness of entrepreneurial and career opportunities, the number of field trips related to career education will increase by 50%.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop an Action Plan for the implementation of a Career-Themed School Model.	Principal, Assistant Principal	8/16/07	6/05/08	Secondary School Reform	1500
Plan, develop and conduct a career day to provide opportunities for students to familiarize themselves with the requirements associated with various careers.	Principal, Career Specialist, Assistant Principal	8/16/07	6/05/08	Business Process Redesign	500
Schedule guest speakers from the business community to conduct career presentations at least 3 times per nine week grading period.	Principal, Assistant Principal, Career Specialist	8/16/07	6/05/08	Business Process Redesign	500
Develop an Action Plan for Conceptualized Redesign Model for career academies.	Principal, Assistant Principal	8/16/07	6/05/08	Business Process Redesign	1500
Implement SSR and Alternative Education redesign elements.	Principal, Assistant Principal	08/16/2007	06/05/2008	Secondary School Reform	0
Implement ePEP for all 8th grade students.	Principal, Career Specialist	08/20/2007	06/05/2008	Secondary School Reform	0
Respond to and implement recommendations provided by the district site visitation team.	Principal	10/3/07	12/21/07	Secondary School Reform	0

### Research-Based Programs

1. National Academy Foundation
2. "The Career Academy Concept", Stern, Dayton, and Raby, 1998
3. "Do Career Academies Work? New Findings Show Encouraging Outcomes", American Youth Policy Forum, January 21, 2000

### Professional Development

- Secondary School Reform
- Career Academy National Standards of Practice
- Florida's Career Academies
- Career Academy Support Network
- National Career Academy Coalition (NCAC)
- National Academy Foundation (NAF)

### Evaluation

Success of this objective will be measured by the completion of the student career interest surveys.



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

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

#### *District Strategic Plan*

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

### **Return On Investment Statement**

Increase the Return on Investment for the 2007-2008 school year.

### ***Needs Assessment***

The most recent data from the Florida Department of Education did not indicate a value for the Return on Investment Index for the 500 Role Model Academy.



# School Improvement Plan 2007-2008



### Measurable Objective

The 500 Role Model Academy will improve its ranking on the Return on Investment Index for the 2007-2008 publication as compared to the 2006-2007 publication.

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

Florida Department of Education Return on Investment Indicators

### Professional Development

Budget training for Leadership Team  
Office Procedures training  
Inventory Processes training

### Evaluation

The next FLDOE Return on Investment report will show that the use of PLATO by The 500 Role Model Academy was directly responsible for an increase in student achievement as evidenced by improved test scores on the 2008 administration of the FCAT.

**EESAC Compliance**

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

**Budget:**

The 2006-2007 funds allocated to the EESAC was approximately \$2600.00, and will be utilized to support and enhance efforts to promote student achievement.

**Training:**

Training will be geared to increasing parental involvement and understanding of the educational process. Parent workshops will be conducted to train parents on how to support the behavior modification efforts of the school and to support their child's academic progress.

**Instructional Materials:**

EESAC meets to review all components of instruction from textbooks to presentation software.

**Technology:**

EESAC is involved in all aspects of expanding the technological capabilities of the school.

**Staffing:**

All members of the EESAC other than the Principal and Assistant Principal are nominated and elected by the presiding EESAC membership. The EESAC membership must be appropriately balance and represent each ethnic, racial, linguistic, and any other aspect that is reflective of the school and surrounding community.

**Student Support Services:**

The student services staff of the FRMA are deeply involved in the school improvement process. Support is provided for students via group and individual counseling, aas well as academic advisement for students and parents.

**Other Matters of Resource Allocation:**

**Benchmarking:**

EESAC supports all components of CIM.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



EESAC will support school safety and discipline by creating avenues for students to promote peer mediation and deterrence of negative behavior.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	200
Mathematics	1000
Writing	1500
Science	1500
Parental Involvement	3050
Discipline & Safety	300
Technology	17100
Health & Physical Fitness	1300
Electives & Special Areas	4000
Total	29950



# 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*