

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Dorothy M. Wallace Educational Center (8131)

Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - Edwina King

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Dorothy M. Wallace COPE (Continuing Opportunities for a Purposeful Education) Center provides education to school-age students, both male and female, who are parents or expectant parents. The school provides an alternative for teen parents who choose to attend a specialized center which caters to their unique needs rather than to remain at their home schools during pregnancy and the first years of their children's lives. The school provides an opportunity for teen mothers and teen fathers to continue their academic studies, prior to and following the birth of a baby. The school also provides an on-site, licensed, childcare facility and comprehensive health services through an on-site wellness center, Community Health of South Dade, Inc. Additional services are provided by government agencies and programs such as the Department of Children and Families, Medicaid, and the United States Department of Agriculture (USDA).

Serving students from the entire southern half of the school district, the racial and ethnically diverse student population which is 52 percent Black, 41 percent Hispanic, 6 percent White and 1 percent Multiracial. During the 2006-2007 school year, a total of 193 students, along with 156 infants and toddlers, were served. The school is faced with the challenge of educating students with severe academic deficiencies who are also dealing with the new responsibility of parenthood. Many of the students have experienced few educational accomplishments which has fostered low self-esteem. A significant number of students are lacking the necessary credits needed to be on their age-appropriate grade level. A course recovery program is in effect to address this issue. In addition, 89 percent of the students receive free and reduced lunch.

The school is one of choice; therefore, students may enroll and withdraw at the beginning or ending of any grading period. However, many choose to remain until graduation. Results of the 2007 administration of the Florida Comprehensive Assessment Test (FCAT) indicate that students had limited success with the challenging content of the test. A majority of students scored at Levels 1 and 2, 88 percent and 68 percent in reading and mathematics, respectively. Students who meet criteria for advanced academics are also identified and their individual needs are addressed appropriately.

Increased academic achievement and effective school-to-career skills can only be attained by addressing the individual needs of our students through the use of research-based instructional approaches, with a proven track record of raising student achievement. Through our resolve to successfully accomplish these stated SIP objectives, and with the support of a loyal and dedicated staff, we hope to fully achieve our mission to help students become responsible, literate, socially mature parents, prepared to function successfully and make significant contributions to our multicultural, technologically-advanced society.

Given instruction utilizing the Sunshine State Standards, all students will improve their reading skills, as evidenced by 58 percent of the students scoring at Level 3 or above on the 2008 Reading FCAT.

Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills, as evidenced by 58 percent of the students scoring at Level 3 or above on the 2008 Reading FCAT.

Given instruction utilizing the Sunshine State Standards, the lowest performing 25 percent of students will make learning gains on the 2008 Reading FCAT.

Given instruction utilizing the Sunshine State Standards, Level 1 students will improve their reading skills, as evidenced by 58 percent of the students scoring at Level 3 or above on the 2008 Reading FCAT.

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

Given instruction utilizing the Sunshine State Standards, all students will improve their mathematics skills, as evidenced by 62 percent of the students scoring at Level 3 or above on the 2008 Mathematics FCAT.

Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills, as evidenced by 62 percent of the students scoring at Level 3 or above on the 2008 Mathematics FCAT.

Given instruction utilizing the Sunshine State Standards, the lowest 25 percent of students will make learning gains on the 2008 Mathematics FCAT.

Given instruction utilizing the Sunshine State Standards, Level 1 students will improve their mathematics skills, as evidenced by 62 percent of the students scoring at Level 3 or above on the 2008 Mathematics FCAT.

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

Given instruction using Sunshine State Standards, students will improve their writing skills, as evidenced by 74 percent of students scoring 3.5 or higher on the 2007 Writing FCAT.

Given instruction utilizing the Sunshine State Standards, students will increase their science skills, as evidenced by a 25 percentage point increase in the number of students meeting proficiency on the 2008 Science FCAT, when compared to 2007 Science FCAT.

Increase the number of parents who agree with the statement, "My child's teachers do their best to include me in matters directly affecting my child's progress in school" by 3 percent on the 2007-2008 School Climate Survey, when compared to the 2006-2007 School Climate Survey.

Given an emphasis on attendance policies and procedures, the school will achieve a 90 percent rate of student attendance.

Given research-based professional development opportunities, the percentage of teachers who use technology in providing instruction will increase to 100 percent, as evidenced by the 2007-2008 Florida Innovates School Survey.

Given increased information about school health programs, 70 percent of students will utilize the on-site wellness center during the 2007-2008 school year, as documented by Community Health of South Dade, Inc. health logs.

Increase the number of students who score 4 or above in the areas of Behavior Management and Appropriate Family Roles on the pre/post test administration of the Adult-Adolescent Parenting Inventory-2 by 3 percent in 2007-2008, when compared to 2006-2007.

Given a fiscally sound budget, the school will increase students' learning gains to 66 percent in reading and 68 percent in mathematics, as documented by scores on the 2008 Reading and Mathematics FCAT.

The graduation rate will increase by 1 percent.

Upon consideration of the results of a staff survey, Organizational Performance Improvement Snapshot (OPIS), it was found that a majority of the responses were positive across the seven categories surveyed. Seventy-four percent of the responses were 4.0 or above. A careful perusal of the composite responses within these categories yielded interesting opportunities for growth. Comments generated by 93 percent of the staff at Dorothy M. Wallace COPE Center ranked Process Management (3.7) and Strategic Planning (3.8) overall as the two weakest areas at the school. The item that appears to generate the most concern among the staff is found in the Process Management category: "I have control over my work processes." The Leadership Team will address this concern and develop strategies to increase staff's control over elements of the work process. Although budget information is presented to the EESAC annually, responses suggest that this information should be presented to a larger group of faculty and staff. A budget session will be included on a staff meeting agenda. The Leadership Team takes pride in the systems and procedures that are currently in place and will continue to seek ways to make improvements. The item ranking second as a concern among the staff is found in the Strategic Planning category: "As it plans for the future, my work location asks for my ideas." As we plan for the future, all staff members will have an opportunity to share their ideas through various processes such as EESAC, Leadership Team representation, team meetings, and suggestion boxes.



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.

8131 - DOROTHY M. WALLACE EDUCATIONAL CENTER

VISION

Dorothy M. Wallace COPE Center's vision is to provide varying educational opportunities, enabling teenage parents to become high school graduates and to reach their fullest potential.

MISSION

Dorothy M. Wallace COPE Center accepts the responsibility of teaching teenage parents through multidisciplinary approaches in a nurturing environment. We strengthen the total well-being of each student by fostering positive social and emotional growth. In addition, we provide academic, parenting, life management and career skills, along with needed support services, allowing for maximum school success.

CORE VALUES

Integrity: We model honesty and trust for our students by possessing high ethical standards.

Student Focus: We strengthen the total well being of each student and provide opportunities for maximum school success.

Teamwork: We stand united to achieve our goals and objectives for excellence.

Excellence: We are committed to high performance for both students and staff.

School Demographics

Dorothy M. Wallace COPE Center is a sixth through twelfth grade alternative education center located on 5.65 acres in southern Miami-Dade County. Our center proudly recognizes the need to address the total well-being of all students. In addition to a sound academic program, the curriculum includes instruction in parenting, employability skills, and nutrition. Our staff of eighty-nine works collectively to surmount the challenge of educating students with severe academic deficiencies who are also dealing with the new responsibility of parenthood. The school currently serves 115 students, and eighty-five infants and toddlers from the entire southern half of the school district. Of this total enrollment, 52 percent is Black, 41 percent Hispanic, 6 percent White, and 1 percent Multiracial. Fifteen percent of the students are enrolled in the school's Special Education program. Ten percent of the students are Limited English Proficient (LEP) and are enrolled in the school's English for Speakers of Other Languages (ESOL) program. Multi-faceted counseling approaches and intensive remedial classes are employed to address the plethora of problems facing the student population. The curriculum connect real-world contexts and provide opportunities for participating in workplace-based learning through the Academy of Medicine and Health.

The instructional staff at Dorothy M. Wallace COPE Center, consisting of both veteran teachers and new teachers, has an average of 16.3 years of teaching experience. Four teachers are new to the school this year. There are two administrators and twenty-four instructional staff members. The instructional staff consists of Black Non-Hispanic (50 percent), White Non-Hispanic (21 percent), and Hispanic (29 percent). Sixty-two percent of the teachers has advanced degrees—Doctorate Degree (4 percent), and Masters Degree (58 percent). Two members are certified by the National Board of Professional Teachers. Additionally, there is a seven-member Student Services Department which consists of two guidance counselors, one social worker, one childcare specialist, one school nurse, one media specialist and one career specialist. Seventeen percent of these staff members holds advanced degrees—Doctorate Degree (29 percent), Specialist Degree (14 percent), and Masters Degree (29 percent). The school staff includes five clerical staff, four full-time custodians, three Food Service personnel, 34 pre-K paraprofessionals, and three general paraprofessionals. Seventy-one percent of the pre-K paraprofessionals has a Child Development Associate equivalent (Early Childhood Certificate), 18 percent has an Associate Degree, and 8 percent has a Bachelor's Degree.

Recognizing the formidable challenge of educating pregnant and parenting teens, most of whom have been unsuccessful in school, we are confident that we can achieve significant changes in the future through the implementation of our 2007-2008 School Improvement Plan.

School Foundation

Leadership:

The principal's theme for this school year is "Soaring to New Heights in 2007-2008," a theme which summarizes the school's direction and provides focus to students and staff including counselors, classroom teachers, and all support staff. The administrative team has instituted programs to monitor and improve student performance and behavior through teacher training, student behavior management programs, and the continuation of attendance policies and practices to address the performance objectives reflected in the School Site Incentive Scorecard for Alternative Education.

The direction the school takes, within the parameters determined by district and state mandates, is set through formal and informal collaboration across many varied opportunities for staff involvement. The principal meets on a bi-weekly basis with the Leadership Team consisting of the Assistant Principal, Departmental Team Leaders, and the Reading Coaches. In addition to these formal meetings, the principal hosts regular unscheduled sessions with Team Leaders and others to discuss additional concerns. Faculty meetings and Departmental Team meetings are held monthly and provide an open collegial forum for concerns.

The Curriculum Leadership Team includes the Assistant Principal, the Departmental Team Leaders, and the Reading Coaches. Through this team, staff is provided representation as they engage in dialogue with administrative staff. Committees are formed as needed to address specific concerns. Beyond these formal channels, all members of the administrative team maintain an open door policy for staff interaction. EESAC is regularly attended by active staff members, as well as administrators, parents, students, and members of the community.

In the May, 2007 OPIS Staff Survey, Leadership was a high-ranking category, receiving an overall score of 4.0 across the seven related items. The survey used a Likert scale response from 1 (strongly disagree) to 5 (strongly agree). Within the Leadership category, "I know my work location's mission (what it is trying to accomplish)" received the strongest rating of 4.5. "My supervisor creates a work environment that helps me do my job" received a 3.9 rating. This may reflect a need to more openly involve all staff, including support staff, in seeking ways to create a more optimum work environment. By providing a supportive work environment, staff attendance rate is expected to increase.

District Strategic Planning Alignment:

The goals and objectives of Dorothy M. Wallace COPE Center mirror the high academic standards indicated in the District Strategic Plan. The Continuous School Improvement Model (CIM) will be implemented, utilizing the Plan, Do, Check, Act Process. The goals, objectives, and strategies included in our School Improvement Plan were developed collaboratively by the EESAC and the Leadership Team. Instructional focus calendars have been created which all teachers across the curriculum will follow and use to develop benchmarked lessons. Student progress will be monitored through both benchmark and interim assessments. During three weekly sessions of the Professional Learning Communities, monthly faculty meetings, and monthly team meetings, teachers and Leadership Team members will analyze student assessment data and plan for student remediation and enhancement activities. Instructional effectiveness will also be assessed and addressed through professional development activities. This cycle will be implemented continuously.

The OPIS Staff Survey contained three items in the category designated Strategic Planning. This category received the overall rating of 3.8. "I know the parts of my work location's plans that will affect me and my work" and "I know how to tell if we are making progress on my work group's part of the plan" both received a rating of 3.9. "As it plans for the future, my work location asks for my ideas" received the weakest rating of 3.5. The weakness indicates that staff members should be regularly encouraged to place their suggestions and ideas in the various suggestion boxes located throughout the school and other forums for solicitation. As a result, such ideas can be noted and considered by the appropriate staff members.

Stakeholder Engagement:

In the category of Customer and Market Focus, the OPIS Staff Survey contained five items. The category showed an overall rating of 4.2. "I know who my most important customers are" was the item showing the strongest rating of 4.7. The item showing the weakest rating of 3.7 was "I am allowed to make decisions to solve problems for my customers." Isolating the source of this concern is difficult; therefore, staff members would need to expound more fully on this point by means of the suggestion boxes or some similar-type medium.

Faculty & Staff:



School Improvement Plan

2007-2008



The administrative staff at Dorothy M. Wallace COPE Center acknowledges that the goals outlined in the School Improvement Plan present a challenge that can be accomplished only by a staff that has been carefully selected and maintained, one that is caring and well-trained, and one that is committed to high-performing results. Teachers new to the school are welcomed into a family-type setting. They are assigned a network system consisting of a Professional Growth Team of veteran teachers who actively assist them with the planning and delivering of well-prepared lessons that incorporate research-based strategies.

The OPIS results in the category of Human Resource Focus indicate positive responses with an overall category rating of 3.8. Two of the six-item sections, "My supervisor and my work location care about me" and "I am recognized for my work" both were rated as 3.6. Administration will continue to provide a caring atmosphere and recognize staff for the work they do.

Data/Information/Knowledge Management:

In the school's quest to gather and understand data, the principal takes a leadership role by working closely with the data coordinator and school treasurer. The principal serves as a mentor for newly appointed principals in the areas of budget, audits, student achievement, and personnel issues. With her expertise, she also mentors school staff in areas related to the application of data. The school also has many expert staff members who lead and guide others in the interpretation of data and its application to decision making.

Dorothy M. Wallace COPE Center makes student achievement data available to staff members through Student Performance Indicators (SPI), Edusoft, and the Pinnacle Gradebook which provide teachers easy access to summaries for student performance data. School Improvement Plan activities include analysis of standardized and district data as well as school site-generated data.

The OPIS had the highest category rating of 4.1 for the category Measurement, Analysis, and Knowledge Management. Two of the six items, "I get all of the important information I need to do my work" and "I get the information I need to know about how my work location is doing" were rated 4.0 and 3.8, respectively. "I know how to measure the quality of my work" and "I know how to analyze (review) the quality of my work to see if changes are needed" received the strongest rating, 4.4 and 4.3, respectively. Though a need for improvement is evident in these areas, COPE takes pride in the advancements that have been made and will continue to strive for excellence.

Education Design:

In the OPIS, the Process Management category received a 3.7 overall rating. Of the four items included in this category, only one item, "I have control over my work processes," slightly trailed the average ranking with a 3.5 rating.

The administrative staff is well aware of the need to constantly utilize the Continuous School Improvement Model which is driven by the Plan, Do, Check, Act Process. Such awareness is evident by the continual modification of the instructional focus calendars which are inclusive of benchmarked lessons that reflect the needs of the students. Student progress is monitored through both benchmark and quarterly assessments. During daily sessions of the Professional Learning Communities, the Reading Coaches utilize research-based strategies to model benchmark lessons. In addition, Reading Coaches analyze student assessment data and assist teachers in planning for student remediation and enhancement activities. Instructional effectiveness is assessed and addressed through professional development activities. Since this is an ongoing process, this cycle will be implemented continuously. The school is participating in the Secondary School Reform Initiative and has established an Academy of Medicine and Health.

Performance Results:



School Improvement Plan

2007-2008



In the OPIS, the Business Results category received an overall rating of 3.8. Of the nine items included, the two lowest ratings were “I know how well my work location is doing financially” which received a rating of 3.2, and “My work location removes things that get in the way of progress” received a rating of 3.4. The principal and the school treasurer are strong advocates of keeping Team Leaders and club sponsors abreast of all budgetary procedures and transactions. However, systems and procedures must be put into place to ensure optimum results of overall school operation.

In viewing the many accomplishments of Dorothy M. Wallace COPE Center, we can certainly be proud of our ability to provide continuing opportunities for purposeful education in a variety of ways. We teach teenage parents through multi-disciplinary approaches in a nurturing environment. We recognize the total well-being of each student by fostering positive social and emotional growth. We are also proud to relate that our school provides academic, parenting, life management, and career skills, along with needed support services, thus allowing for maximum school success.

During the 2006-2007 school year, learning gains in reading and mathematics for students at Dorothy M. Wallace COPE Center were among the highest in the District. This feat overwhelmingly expresses the genuine commitment of the staff toward accomplishing the mission of our school, and it demonstrates how this dedication is cherished and embraced by the students. It verifies that we maintain a learning environment in which students feel safe, secure, and valued. In this citadel of learning, high academic achievement and good attendance are expected, promoted, and acknowledged. Therefore, Dorothy M. Wallace COPE Center strives to offer a welcoming, productive school climate for all stakeholders as we use every opportunity to unyieldingly proclaim our annual theme, “Student Achievement and Student Attendance: Working Hand in Hand.”



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

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

Different Innovative Approaches to Instruction: Instruction will include connecting curriculum to real-world contexts that build upon student and community resources. Instructional methods which are technology-based, tied to students' cultural experiences, and project-based will also be implemented. Students will also be given opportunities for participating in workplace-based learning.

Responsibility of Teaching Reading for Every Teacher: See Reading Strategies, page 14.

Quality Professional Development for Teachers and Leaders: Teachers and leaders will be actively engaged in professional development activities in the areas of: time utilization, explicit instruction, curriculum mapping, literacy integration, how to build academic vocabulary, development of rigorous and relevant curriculum, writing across the curriculum, content based inquiry skills, a career academy, how to teach in a block, and infusion of high order thinking skills.

Small Learning Communities (SLC): The Academy of Medicine and Health provides context to enrich a rigorous academic curriculum in this small school for teen parents. Teachers coordinate course content and instructional strategies during Professional Learning Communities (PLC) three times per week. Teachers will collect data, evaluate results, and use information to improve student performance.

Course Choice Based on Student Goals/Interest/Talent: All students select a major from core curriculum courses offered or from clusters offered in the Academy of Medicine and Health.

Master Schedules Based on Student Needs: See Reading, Mathematics and Science Strategies, pages 14, 19 and 24.

Parental Access and Support: See Parental Involvement Strategies, page 26.

Applied and Integrated Courses: The Academy of Medicine and Health offers applied and integrated courses.

Academic and Career Planning: Benchmarks for educational, personal/social and citizenship skills will be addressed. Activities include career planning, career portfolios, job applications, and a career fair. Partnership agreements will be developed with colleges and universities, for advisement.

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

All students will improve their reading skills.

Needs Assessment

An analysis of the 2007 Reading FCAT results indicates that 88 percent of ninth grade students and 87 percent of tenth grade students did not meet high standards. However, 12 percent of ninth grade students and 13 percent of tenth grade students scored at Level 3 or above. This represents an increase of one percent for ninth graders and 13 percent for tenth graders when compared with the 2006 Reading FCAT. Seven students scored at Levels 4 and 5 on the 2007 Reading FCAT.

When compared to the 2006 Reading FCAT, ninth grade students improved by 19 percent in Words and Phrases (44 percent mastery) and by 5 percent on Main Idea (50 percent mastery). Scores decreased by 5 percent on Comparison and Contrast (45 percent mastery) and by 21 percent on Reference and Research.

When compared to the 2006 Reading FCAT, tenth grade students improved by 6 percent in Words and Phrases (50 percent mastery) and by 12 percent in Reference and Research (56 percent mastery). Scores decreased by 6 percent in Main Idea (44 percent) and remained the same in Comparison and Contrast.

Data reveal the need to improve the scores in all reading categories, with an emphasis on Reference and Research Skills for ninth grade students and Main Idea for tenth grade students.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction utilizing the Sunshine State Standards, all students will improve their reading skills, as evidenced by 58 percent of the students scoring at Level 3 or above on the 2008 Reading FCAT.

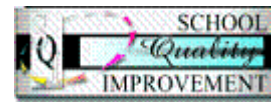
Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills, as evidenced by 58 percent of the students scoring at Level 3 or above on the 2008 Reading FCAT.

Given instruction utilizing the Sunshine State Standards, the lowest performing 25 percent of students will make learning gains on the 2008 Reading FCAT.

Given instruction utilizing the Sunshine State Standards, Level 1 students will improve their reading skills, as evidenced by 58 percent of the students scoring at Level 3 or above on the 2008 Reading FCAT.

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

School Improvement Plan 2007-2008



STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule Level 1 and 2 students and Retakes into Intensive Reading classes.	Principal, Counselors	08/2007	05/2008	District-wide Literacy Plan	0
Using the CIM Process, develop and implement a Reading Focus Calendar to be used across the curriculum by all teachers.	Principal, Assistant Principal, Team Leaders, Reading Coaches	08/2007	05/2008	Continuous Improvement Model	0
Improve students' understanding of their own performance on the Reading FCAT and the strategies employed to improve their performance on the 2008 Reading FCAT through the implementation of "Test Talks."	Principal, Assistant Principal, Counselors, Teachers	08/2007	05/2008	Exchange Meaningful Information	0
Analyze data from the FORF, DAR, interim assessments and benchmark assessments.	Principal, Assistant Principal, Data Analyst, Reading Coaches	08/2007	06/2008	Continuous Improvement Model	0
Provide focus lessons in all content area courses as referenced by the Reading Focus Calendar.	Principal, Assistant Principal, Teachers	08/2007	06/2008	Continuous Improvement Model	0
Develop and implement Progress Monitoring Plan for all Level 1 and 2 students.	Principal, Assistant Principal, Teachers	08/2007	06/2008	Continuous Improvement Model	0
Provide tutoring for FCAT Retakes and the lowest performing students.	Principal, Assistant Principal, Teachers	08/2007	06/2008	District-wide Literacy Plan	268
Administer FCAT Reading simulations prior to FCAT testing.	Principal, Assistant Principal, Test Chairperson	02/2008	03/2008	Academic Enrichment Opportunities	0
Administer benchmark assessments.	Principal, Assistant Principal, Reading Coaches	09/2007	05/2008	Continuous Improvement Model	0
Analyze student data from each benchmark assessment and plan for remediation and enrichment according to the Eight Step Continuous Improvement Model.	Principal, Assistant Principal, Data Coordinator, Reading Coaches	08/2007	05/2008	Continuous Improvement Model	0
Utilize CRISS strategies in all content area classes.	Principal, Assistant Principal, Teachers	08/2007	05/2008	District-wide Literacy Plan	0
Implement Professional Learning Communities three days per week with a focus on analyzing data and modeling reading strategies.	Principal, Assistant Principal, Reading Coaches	08/2007	05/2008	Continuous Improvement Model	0
Hold bi-monthly departmental meetings to review assessment data, share best practices, and address professional development needs.	Principal, Assistant Principal, Team Leaders	08/2007	05/2008	Continuous Improvement Model	0
Schedule students into Intensive Reading Plus classes based upon Developmental Scale Scores.	Principal, Assistant Principal, Counselors	08/2007	05/2008	District-wide Literacy Plan	0
Respond to and implement recommendations provided by District Site Visitation Team.	Principal, Assistant Principal, Leadership Team, Teachers	09/2007	05/2008	Exchange Meaningful Information	0
Utilize FCAT Explorer, Reading Plus, the Accelerated Reader Program, and Language!	Principal, Assistant Principal, Intensive Reading Teachers	08/2007	05/2008	Academic Enrichment Opportunities	2184
Model lessons for teachers, team teach with teachers, and provide feedback to teachers.	Principal, Assistant Principal, Reading Coaches	08/2007	05/2008	Exchange Meaningful Information	0
Model reading strategies that reflect FCAT benchmarks for all teachers during Professional Learning Communities.	Principal, Assistant Principal, Reading Coaches	08/2007	05/2008	Exchange Meaningful Information	0
Provide students at or above grade level with enrichment to increase student academic achievement.	Principals, Assistant Principal, Team Leaders	08/2007	06/2008	Continuous Improvement Model	0

Research-Based Programs

Reading Plus, Language!, Greatsource SOURCEBOOKS, Greatsource Vocabulary for Achievement, AMSCO Preparing for FCAT, KAPLAN Foundations: English Language Arts HS, KAPLAN Reading and Writing



School Improvement Plan 2007-2008



Professional Development

Staff development will include additional training in CRISS strategies, Edusoft data analysis, Reading Plus, Language!, incorporation of reading benchmarks in content areas, analysis of student performance indicators and calculation of learning gains, Time on Task, Research on Homework and Differentiated Instruction.

Evaluation

Students' progress will be measured by formative assessments such as CIM benchmark assessments, District Interim Assessments and classroom assessments. Summative data will be provided by the 2008 Reading FCAT.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students will improve their mathematics skills.

Needs Assessment

An analysis of the 2007 Mathematics FCAT results indicates that 72 percent of ninth grade students and 67 percent of tenth grade students did not meet high standards. However, 28 percent of ninth grade students and 33 percent of tenth grade students scored at Level 3 or above. This represents an increase of two percent for ninth graders and 13 percent for tenth graders, when compared to the 2006 Mathematics FCAT. Seventeen students scored at Levels 4 and 5 on the 2007 Mathematics FCAT.

Results of the 2007 Mathematics FCAT indicate that ninth grade students continue to score lowest in Geometry (27 percent mastery) and Measurement (29 percent mastery). The strongest content cluster for ninth grade students continues to be Number Sense (38 percent mastery).

Tenth grade students continue to score lowest in Geometry (14 percent mastery) and made the most improvement in Measurement (30 percent mastery) and Algebraic Thinking (29 percent).

When compared to the 2006 Mathematics FCAT, the percentage of student retakers who passed declined from 14 percent to 8 percent.

Data reveal the need to improve the scores in all mathematics clusters, with an emphasis on Geometry with ninth and tenth grade students and to provide intensive assistance to the re-takers.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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



School Improvement Plan 2007-2008



Measurable Objective

Given instruction utilizing the Sunshine State Standards, all students will improve their mathematics skills, as evidenced by 62 percent of the students scoring at Level 3 or above on the 2008 Mathematics FCAT.

Given instruction utilizing the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills, as evidenced by 62 percent of the students scoring at Level 3 or above on the 2008 Mathematics FCAT.

Given instruction utilizing the Sunshine State Standards, the lowest 25 percent of students will make learning gains on the 2008 Mathematics FCAT.

Given instruction utilizing the Sunshine State Standards, Level 1 students will improve their mathematics skills, as evidenced by 62 percent of the students scoring at Level 3 or above on the 2008 Mathematics FCAT.

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule all Level 1, Level 2 and FCAT Retakes into Intensive Mathematics classes.	Principal, Assistant Principal, Guidance Counselors	08/2007	06/2008	District-wide Literacy Plan	0
Administer a diagnostic pre-test to all students.	Principal, Assistant Principal	08/2007	06/008	Continuous Improvement Model	0
Using the CIM Process, develop and implement a Mathematics Instructional Focus Calendar that follows the District Pacing Guide and uses the results of mini assessments to provide intervention or enrichment.	Principal, Assistant Principal	08/2007	06/2008	Continuous Improvement Model	0
Develop and implement mini-focus lessons in content mathematics classes.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Continuous Improvement Model	0
Monitor implementation of focus and mini-focus lessons.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Continuous Improvement Model	0
Administer simulated Mathematics FCAT practice tests in the spring assigning students to teachers with whom they are familiar.	Principal, Assistant Principal, Test Chairperson	08/2007	06/2008	Academic Enrichment Opportunities	0
Analyze student assessment data and plan student remediation and maintenance according to the Eight Step Continuous Improvement Model.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Continuous Improvement Model	0
Utilize RiverDeep, Cognitive Tutor and FCAT Explorer.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Academic Enrichment Opportunities	0
Utilize Glencoe FCAT Practice Workbooks and Preparing for the FCAT.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Academic Enrichment Opportunities	6007.37
Administer interim assessments on a quarterly basis and use results to track student progress.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Continuous Improvement Model	0
Improve students' understanding of their own performance on the Mathematics FCAT and of the strategies employed to improve their performance on the 2007 Mathematics FCAT through the implementation of "Test Talks."	Principal, Assistant Principal, Student Services	08/2007	06/2008	Exchange Meaningful Information	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal, Team Leaders	08/2007	06/2008	Exchange Meaningful Information	0
Develop and implement Progress Monitoring Plan (PMP) for each student.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Continuous Improvement Model	0
Utilize CRISS strategies to support effective teaching methods.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	District-wide Literacy Plan	0
Implement Professional Learning Communities for all teachers three days a week focusing on analyzing data and modeling basic mathematics skills.	Principal, Assistant Principal, Team Leaders	08/2007	06/2008	Continuous Improvement Model	0
Tutor students who are retaking the Mathematics FCAT, utilizing the pullout model.	Principal, Assistant Principal	08/2007	06/2008	Academic Enrichment Opportunities	0
Provide students at or above grade level with enrichment to increase student academic achievement.	Principal, Assistant Principal, Team Leaders	08/2007	06/2008	Continuous Improvement Model	0

Research-Based Programs

Glencoe Mathematics Textbooks for grades 6-12, FCAT Works, RiverDeep, FCAT Explorer, Glencoe FCAT Practice Workbooks 7, 8, 9, 10, AMSCO Preparing for the FCAT

Professional Development



School Improvement Plan 2007-2008



Staff development will include training and best practices in the implementation of CRISS and its foundational principles, Florida Continuous Improvement Model, Reciprocal Teaching Update, Utilizing Student Performance Data, and Utilizing Edusoft to Generate Tests and Analyze Data. Teachers will also participate in professional development activities as provided by the District.

Evaluation

Students' progress will be measured by formative assessments, such as CIM benchmark assessments, District Interim Assessments, and classroom assessments. Summative data will be provided by the 2008 Mathematics FCAT.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will improve their writing skills.

Needs Assessment

An analysis of the 2007 FCAT Writing Plus Assessment indicates that the combined mean score of tenth grade students was three. Thirty-two percent of the students scored below mastery on the Expository Writing and 44 percent scored below mastery on Persuasive Writing, as compared to 25 percent scoring below mastery on Expository Writing and 35 percent scoring below mastery on Persuasive Writing in 2006.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using Sunshine State Standards, students will improve their writing skills, as evidenced by 74 percent of students scoring 3.5 or higher on the 2007 Writing FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer District pre/post writing tests.	Principal, Assistant Principal	09/2007	04/2008	District-wide Literacy Plan	0
Develop and implement a Writing Instructional Focus Calendar.	Principal, Assistant Principal	09/2007	05/2008	Continuous Improvement Model	0
Develop and implement a writing success plan with students.	Principal, Assistant Principal	09/2007	05/2008	Exchange Meaningful Information	0
Utilize writing assessments to diagnose, monitor, and re-teach students.	Principal, Assistant Principal	09/2007	05/2008	Continuous Improvement Model	0
Implement writing instruction across the curriculum.	Principal, Assistant Principal	09/2007	05/2008	District-wide Literacy Plan	0
Incorporate the use of rubrics and sample essays to enable students to assess their strengths and weaknesses.	Principal, Assistant Principal	09/2007	05/2008	Continuous Improvement Model	0
Implement lessons in language arts classes that will continually afford students the opportunity to write and edit essays that address expository and persuasive prompts.	Principal, Assistant Principal	09/2007	05/2008	District-wide Literacy Plan	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal, Team Leaders	08/2007	06/2008	Exchange Meaningful Information	0

Research-Based Programs

Reading and Writing SOURCEBOOKS, KAPLAN Reading and Writing, Glencoe-McGraw Writers' Choice, McDougal/Littell Language of Literature

Professional Development

Staff development will include CRISS training and updates, Florida Continuous Improvement Model, Differentiated Instruction, Time on Task, as well as professional development activities provided by the District.

Evaluation

Students' progress will be measured by formative assessments such as CIM benchmark assessments, District pre and post writing tests, and the 2008 FCAT Writing Plus Assessment.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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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

All students will improve their science skills.

Needs Assessment

An analysis of results of the 2007 Science FCAT indicates that 68 percent of the students did not meet high standards. The average scale score was 281, compared to 279 in 2006. The analysis of data from 2006 and 2007 shows an increase of 9 percentage points in students' knowledge of Earth and Space Sciences. Although students scored slightly higher in Scientific Thinking and Earth and Space Sciences (50 percent), there is a need to focus on all four content clusters.

Measurable Objective

Given instruction utilizing the Sunshine State Standards, students will increase their science skills, as evidenced by a 25 percentage point increase in the number of students meeting proficiency on the 2008 Science FCAT, when compared to 2007 Science FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a diagnostic science exam to all students.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Continuous Improvement Model	0
Using the CIM Process, develop and implement a science instructional focus calendar that follows the District Pacing Guide and uses the results of benchmark assessments to provide intervention or enrichment.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Continuous Improvement Model	0
Schedule all eleventh grade students in a science class that incorporates integrated concepts.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	District-wide Literacy Plan	0
Develop and implement focus and maintenance lessons.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Continuous Improvement Model	0
Monitor mini-focus lessons.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Continuous Improvement Model	0
Administer simulated Science FCAT in the spring, assigning students to teachers with whom they are familiar.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Academic Enrichment Opportunities	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Exchange Meaningful Information	0
Utilize Explore Learning and other online resources that accompany State Adopted Textbooks used in science.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Academic Enrichment Opportunities	870
Utilize CRISS strategies to support effective teaching methods.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	District-wide Literacy Plan	0
Implement Professional Learning Communities for all teachers three days a week, focusing on analyzing data and modeling science skills.	Principal, Assistant Principal, Team Leader	08/2007	06/2008	Continuous Improvement Model	0
Provide students at or above grade level with enrichment to increase student academic achievement.	Principal, Assistant Principal, Team Leaders	08/2007	06/2008	Continuous Improvement Model	0

Research-Based Programs

Physical Science: Glencoe, Physical Science with Earth Space
 Chemistry: Glencoe, Chemistry-Matter and Change
 Biology: Prentice Hall, Biology
 Earth Space: Glencoe, Earth Space
 Explore Learning

Professional Development

Staff development needs include training/best practices on the implementation of CRISS and its foundational principles. Additional training includes Continuous Improvement Model, Reciprocal Teaching update, utilizing Student Performance Data, and utilizing Edusoft to generate tests and analyze data. Teachers will participate in professional development activities as provided by the district.

Evaluation

Student progress will be measured by formative assessments, such as CIM benchmark assessments, District Interim Assessments, and classroom assessments. Summative data will be provided by the 2008 Science FCAT.

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 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"/>

Parental Involvement Statement

Increase parental involvement.

Needs Assessment

The results of the School Climate Survey for the 2006-2007 school year indicate that parents are virtually completely satisfied with the education that teachers are providing. However, 11 percent of the parents are dissatisfied with teachers' efforts to include them in matters directly affecting their child's progress in school.

Measurable Objective

Increase the number of parents who agree with the statement, "My child's teachers do their best to include me in matters directly affecting my child's progress in school" by 3 percent on the 2007-2008 School Climate Survey, when compared to the 2006-2007 School Climate Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Hold administrative enrollment conferences with all students entering school who have a history of attendance and/or behavioral problems.	Principal, Assistant Principal	08/2007	07/2008	Truancy Prevention	0
Conduct parent/guardian conferences with the Assistant Principal, Counselor and Social Worker for students who have three unexcused and/or five excused absences, and include one or more teachers when feasible.	Principal, Assistant Principal	08/2007	06/2008	Truancy Prevention	0
Conduct parent/guardian conferences with the Principal for students who have five unexcused absences.	Principal, Assistant Principal	08/2007	06/2008	Truancy Prevention	0
Implement a newly developed computerized notification system for identification of students who require parent conferences due to absences.	Principal, Assistant Principal	08/2007	06/2008	Truancy Prevention	0
Facilitate a brainstorming session in Professional Learning Communities for teachers to develop methods to include parents in matters directly affecting their child's progress in school.	Principal, Assistant Principal	09/2007	06/2008	Academic Enrichment Opportunities	0
Arrange a training session for teachers on the latest research on homework obtained from the United Teachers of Dade Research and Development program.	Principal, Assistant Principal	09/2007	04/2008	Exchange Meaningful Information	0
Develop strategies for better utilization of the Parent Resource Center in collaboration with a member of the Parent Academy staff.	Principal, Assistant Principal	09/2007	06/2008	Exchange Meaningful Information	0
Improve and increase home-school communication via telephone calls, ConnectED, updated website, newsletters and systematic scheduling of parent conferences.	Principal, Assistant Principal	08/2007	06/2008	Exchange Meaningful Information	0
Utilize bilingual staff members to translate parent conferences and written notices of school events.	Principal, Assistant Principal	08/2007	06/2008	Diversity & Educational Equity	0
Communicate with the family during the delivery period regarding timely return to school with required documentation.	Principal, Student Services Chairperson	08/2007	06/2008	Exchange Meaningful Information	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal	08/2007	06/2008	Exchange Meaningful Information	0

Research-Based Programs

Dorothy M. Wallace COPE Center will apply the Six Standards for Parent Involvement as identified by Rutgers University Center for Family Involvement in Schools and the National Standards for Parent Involvement as identified by the National PTSA Council.

AFT Educational Research and Development Program

Professional Development

Encourage staff and parent participation in the District's Parent Academy. Provide teachers with training related to involving parents in positive home-school communication.

Evaluation

This objective will be evaluated by the results of the 2007-2008 School Climate Survey.

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 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"/>

Discipline & Safety Statement

Promote programs and practices that enhance student safety and improve school attendance.

Needs Assessment

A comparison of the daily attendance rate of 83.62 percent in the 2005-2006 school year to the daily attendance rate of 89.14 percent in the 2006-2007 school year reveals a significant increase in school attendance. Based on this increase, there is a need to continue implementation of the school's comprehensive attendance plan.

Measurable Objective

Given an emphasis on attendance policies and procedures, the school will achieve a 90 percent rate of student attendance.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Decrease the number of students suspended by utilizing the school Guidance Center and the Student Services Department.	Principal, Assistant Principal, Social Worker	08/2007	06/2008	Academic Enrichment Opportunities	0
Provide counseling to students following each absence.	Principal, Assistant Principal, Social Worker	08/2007	06/2008	Truancy Prevention	0
Develop and implement a computerized notification system for identification of students who require parent conferences due to absences.	Principal, Assistant Principal, Attendance Clerk, Social Worker	08/2007	06/2008	Truancy Prevention	0
Conduct parent/guardian conferences with the Assistant Principal and Student Services team for students who have three unexcused absences or five excused absences.	Principal, Assistant Principal, Social Worker, Guidance Counselors	08//2007	06/2008	Truancy Prevention	0
Conduct parent conferences with the Principal for students who have five unexcused absences.	Principal, Assistant Principal	08/2007	06/2008	Truancy Prevention	0
Review attendance policies and procedures individually with each incoming student and parent/guardian.	Principal, Assistant Principal, Registrar, Guidance Counselors	08/2007	06/2008	Truancy Prevention	0
Meet with new students to review the attendance policies and procedures.	Principal, Assistant Principal, Guidance Counselors	08/2007	04/2008	Truancy Prevention	0
Conduct home visits as a part of the attendance intervention plan.	Principal, Social Worker	08/2007	06/2008	Truancy Prevention	0
Refer truant students to the District Attendance Office according to district guidelines.	Principal, Assistant Principal, Social Worker	08/2007	06/2008	Truancy Prevention	0
Reduce the number of students assigned to outdoor suspensions by providing required Anger Management group counseling.	Principal, Assistant Principal, Guidance Counselor	08/2007	06/2008	Academic Enrichment Opportunities	0
Contact the parent/guardian of every absent student by noon each day.	Principal, Attendance Clerk, Social Worker	08/2007	06/2008	Truancy Prevention	0
Reinforce good attendance by assigning positive points for daily attendance and reducing points for unexcused absences in the school's behavioral management program.	Principal, Assistant Principal	08/2007	06/2008	Education Innovation	1420
Decrease the number of targeted serious student incidents through mandatory Anger Management sessions, group counseling and other Student Services initiatives.	Principal, Assistant Principal, Guidance Counselors	08/2007	06/2008	Academic Enrichment Opportunities	0
Comply with Safety to Life inspection standards.	Principal, Assistant Principal	08/2007	06/2008	Safe and High-quality Facilities	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal	08/2007	06/2008	Exchange Meaningful Information	0

Research-Based Programs

District documents including:
 Procedures for Promoting and Maintaining a Safe Learning Environment
 Student Code of Conduct

Professional Development

Administrators and Social Workers will participate in region and district training regarding truancy and attendance procedures.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by District generated 2007-2008 Attendance 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

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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

Promote the integration of technology into curriculum, instruction, and technology skill development.

Needs Assessment

Based upon the results from the past two years of the Florida Innovates School Survey, from 50 to 74 percent of teachers used technology to provide instruction. The data reveal a need to train teachers in the effective use of technology to enhance learning. There is also a need for students who are below or above grade level to access technology for the purpose of course recovery and advanced placement.

Measurable Objective

Given research-based professional development opportunities, the percentage of teachers who use technology in providing instruction will increase to 100 percent, as evidenced by the 2007-2008 Florida Innovates School Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Enhance teacher computer skills through professional development.	Principal, Assistant Principal	08/2007	06/2008	Education Innovation	0
Involve students in technology-based activities in every subject area.	Principal, Assistant Principal	08/2007	06/2008	Academic Enrichment Opportunities	0
Utilize technology to create and provide assessment data to drive instruction.	Principal, Assistant Principal	08/2007	06/2008	Continuous Improvement Model	0
Incorporate research-based instructional methods supported by technology into lessons.	Principal, Assistant Principal	08/2007	06/2008	Academic Enrichment Opportunities	0
Ensure that every faculty member has a dedicated computer appropriate for accessing student performance data.	Principal	08/2007	06/2008	Education Innovation	12555
Provide a computer lab to be utilized by all classroom teachers.	Principal, Assistant Principal	08/2007	06/2008	Safe and High-quality Facilities	25110
Utilize PLATO to provide students with credit recovery courses and Florida Virtual School (FLVS) for both recovery and advanced placement courses.	Principal, Assistant Principal	08/2007	06/2008	Advanced Academics	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal	08/2007	06/2008	Exchange Meaningful Information	0

Research-Based Programs

Florida Innovates School Survey, Technology Integration Model (TIM) Project, Connecting Student Learning and Technology

Professional Development

Professional development will include Information Technology Services (ITS) classes and utilizing Edusoft to generate tests and analyze data.

Evaluation

Evaluation will be made using the 2007-2008 Florida Innovates School Survey.

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"/>

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

Health & Physical Fitness Statement

Promote student use of school-based health programs and use of the on-site wellness center.

Needs Assessment

Given the unique needs of the teen parent population, special attention for students' health, nutritional and fitness needs is paramount. Sixty-eight percent of students utilized the on-site wellness center during the 2006-2007 school year, as compared to 41 percent during the 2005-2006 school year. An increased rate of student enrollment in the on-site Community Health of South Dade, Inc. clinic is needed.

Measurable Objective

Given increased information about school health programs, 70 percent of students will utilize the on-site wellness center during the 2007-2008 school year, as documented by Community Health of South Dade, Inc. health logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Coordinate and implement a school health fair.	Principal, Assistant Principal	08/2007	05/2008	Student Wellness	0
Offer classes in nutrition, child development, parenting skills, personal fitness, childbirth and modified physical education.	Principal, Assistant Principal	08/2007	05/2008	Student Wellness	0
Provide a full-time school nurse.	Principal	08/2007	05/2008	Student Wellness	0
Provide written and verbal information about the benefits of using school health programs. Conduct tours of the wellness center during student orientation.	Principal, Assistant Principal, Student Services Team Leader	08/2007	05/2008	Student Wellness	0
Utilize the services of the Healthy Start Parent Education Program to improve the pre- and post-natal care of infants and children.	Principal, Assistant Principal, School Nurse	08/2007	05/2008	Student Wellness	0
Provide literature regarding on-site wellness center services and instructions for health insurance enrollment to parents during orientation.	Principal, Assistant Principal	08/2007	05/2008	Student Wellness	0
Provide an on-site wellness center (clinic) for students and their children.	Principal, Assistant Principal	08/2007	05/2008	Student Wellness	192552
Respond to and implement recommendations provided by District Site Visitation Team.	Principal, Assistant Principal	08/2007	06/2008	Exchange Meaningful Information	0

Research-Based Programs

Miami Children's Hospital
Education and Prevention Department

Jackson South Hospital
Obstetrics Department
The Women's Center

Professional Development

Schedule CPR training for all Pre-K paraprofessionals, AHEC (Area Health Education Center) "Hands on Health" Breast Cancer Education and training in the use of the AED (Automated External Defibrillator).

Evaluation

Evaluation of this objective will compare students' use of the on-site wellness center in 2007-2008 to that of 2006-2007, utilizing Community Health of South Dade, Inc. health logs.

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

Enrich the psycho-social development of students and enhance their attachment to school.

Needs Assessment

The increased rate of daily student attendance attests to the need to continue to offer activities and programming that address identified areas of student interest and need.

According to the results on the Post-Adult-Adolescent Parenting Inventory-2 in 2006-2007, there is a need to include Behavior Management and Appropriate Family Roles in the parenting curriculum. There was no increase in the number of students who scored 4 (a moderate risk for ineffective parenting) or above in those areas on the pre/post administration of the inventory.

Measurable Objective

Increase the number of students who score 4 or above in the areas of Behavior Management and Appropriate Family Roles on the pre/post test administration of the Adult-Adolescent Parenting Inventory-2 by 3 percent in 2007-2008, when compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer electives to a greater number of students through the implementation of the eight period day.	Principal	08/2007	06/2008	Secondary School Reform	0
Offer two new courses in the field of Medicine and Health as a part of the Secondary School Reform and the Career-Themed Model.	Principal	08/2007	06/2008	Secondary School Reform	0
Address areas of need as indicated on the Adult-Adolescent Parenting Inventory-2 in the parenting curriculum.	Principal, Assistant Principal	08/2007	06/2008	Exchange Meaningful Information	0
Implement a minimum of ten assemblies featuring motivational speakers, cultural performances, and/or informational programs in areas of identified student interest.	Principal, Assistant Principal	08/2007	06/2008	Academic Enrichment Opportunities	0
Adjust the behavior modification point system to include points for passing scores on benchmark and interim assessments.	Principal, Assistant Principal	08/2007	06/2008	Education Innovation	0
Assist all students in the preparation of Personal Improvement Plans.	Principal, Assistant Principal, Student Services Chairperson	08/2007	06/2008	Education Innovation	0
Utilize the services of Communities in Schools, Inc. to match 40 seniors with mentors whom they visit monthly in the mentors' workplaces.	Principal, Assistant Principal	08/2007	06/2008	Secondary School Reform	0
Administer the Alternative Education Student Self-Assessment to all students and utilize results in school-wide planning.	Principal, Assistant Principal	08/2007	06/2008	Alternative Education	0
Provide extended learning opportunities including tutoring both in class and on a pullout basis.	Principal, Assistant Principal	08/2007	06/2008	Academic Enrichment Opportunities	0
Develop an improved bonding schedule for all students to practice parenting skills in the nurseries.	Principal, Assistant Principal, Child Care Specialist	09/2007	06/2008	Other/ Not Applicable	0
Utilize the services of community agencies in the teaching of Parenting Skills.	Principal, Assistant Principal	08/2007	06/2008	Other/ Not Applicable	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal	08/2007	06/2008	Exchange Meaningful Information	0

Research-Based Programs

National Academy Foundation (NAF)
Adult-Adolescent Parenting Inventory-2

Professional Development

Staff development in positive behavior modification techniques.

Evaluation

This objective will be evaluated by the results of the administration of the Pre and Post Adult-Adolescent Parenting Inventory-2 in 2007-2008.

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

Return On Investment Statement

Improve students' academic performance utilizing a fiscally sound budget.

Needs Assessment

Dorothy M. Wallace COPE Center is not represented on the Florida Department of Education (FLDOE) Return on Investment (ROI) index for 2005-2006. The index rating is based on learning gains in reading, learning gains in mathematics and program costs; there is a need to increase the percentage of students making learning gains in reading and mathematics on the 2008 FCAT.

Measurable Objective

Given a fiscally sound budget, the school will increase students' learning gains to 66 percent in reading and 68 percent in mathematics, as documented by scores on the 2008 Reading and Mathematics FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that reading strategies are implemented with fidelity.	Principal, Assistant Principal, Reading Coaches	08/2007	06/2008	District-wide Literacy Plan	0
Ensure that mathematics strategies are implemented with fidelity.	Principal, Assistant Principal	08/2007	06/2008	District-wide Literacy Plan	0
Utilize the tutoring services provided by Communities in Schools (CIS).	Principal, Assistant Principal	08/2007	06/2008	Academic Enrichment Opportunities	0
Ensure that all property is located during a property control audit.	Principal, Assistant Principal	08/2007	06/2008	Safe and High-quality Facilities	0
Maintain accurate financial records in order to earn an exception-free audit of internal funds.	Principal, Assistant Principal	08/2007	06/2008	Other/ Not Applicable	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal	08/2007	06/2008	Exchange Meaningful Information	0

Research-Based Programs

Department of Education Return on Investment Indicators

Professional Development

Staff development needs include additional training in CRISS strategies, Edusoft data analysis and utilization of student performance data.

Evaluation

The percentage of students achieving learning gains on the 2008 Reading and Mathematics FCAT will be used for the evaluation of the objective.

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

Graduation (High Schools Only) Statement

Students in grade 12 will graduate from high school.

Needs Assessment

Eighty percent of seniors graduated in May, 2007. It is imperative for all students to be provided the requisite knowledge, skills, and motivation to graduate from high school prepared to enter postsecondary education or the work force. There is a need to increase the number of students who graduate from high school.

Measurable Objective

The graduation rate will increase by 1 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review graduation requirements and credit histories with all senior high school students.	Principal, Assistant Principal, Counselors	08/2007	04/2008	Seamless PreK-12 Curriculum	0
Provide credit recovery courses and Florida Virtual School (FLVS) courses, and assist students in identifying adult education courses to facilitate the acquisition of credits required for graduation.	Principal, Assistant Principal, Counselors	08/2007	06/2008	Alternative Education	0
Provide targeted assistance to 11th and 12th grade students retaking the FCAT for reading and mathematics.	Principal, Assistant Principal	08/2007	06/2008	District-wide Literacy Plan	0
Provide opportunities for students to participate in mentoring programs at the school and Communities In Schools (CIS), utilizing mentors to motivate students and assist them in obtaining college scholarships.	Principal, Assistant Principal	08/2007	06/2008	Academic Enrichment Opportunities	0
Provide transition planning to senior high school students to focus on vocational or career goals and an appropriate course of study.	Principal, Assistant Principal, Counselors, Career Specialist	08/2007	06/2008	Secondary School Reform	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Principal, Assistant Principal	08/2007	06/2008	Exchange Meaningful Information	0

Research-Based Programs

Plato

Professional Development

Graduation requirements, College application and admissions process, Financial Aid and Florida Virtual School, Plato Recovery Program

Evaluation

This objective will be evaluated by the school's 2008 graduation rate.

EESAC Compliance

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

Budget:

The EESAC budget for 2006-2007 was approved for the use of EESAC funds to purchase trophies and certificates for student recognition and to purchase books for the Media Center.

Training:

All EESAC members will be provided an overview of EESAC procedures and will be afforded opportunities to attend District level trainings.

Instructional Materials:

EESAC members will be given opportunities to review instructional materials that will support the School Improvement Plan. EESAC members will provide input in the decision-making process regarding the utilization of appropriate programs.

Technology:

EESAC members will be given opportunities to review computer programs that will support the School Improvement Plan. EESAC members will provide input in the decision-making process about utilizing appropriate programs.

Staffing:

The EESAC will collaborate with the school administration in the hiring of personnel.

Student Support Services:

The EESAC supports the following programs: Student orientation during each grading period, Do The Right Thing, Building Eager Esteem (BEE) Club, PROUD Mediation, and a Student Government Organization. Students are provided with a school planner which includes a student handbook.

Other Matters of Resource Allocation:

EESAC members will review and approve the allocation of resources as they pertain to student achievement.

Benchmarking:

EESAC members will be given copies of the state benchmarks in the areas of reading, writing, mathematics and science. This will ensure familiarity with these documents as they pertain to the School Improvement Plan.



School Improvement Plan 2007-2008



School Safety & Discipline:

The Code of Student Conduct will be referenced by the EESAC members when the safety of students and/or the overall discipline of the school is a concern.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	2452
Mathematics	6007.37
Writing	0
Science	870
Parental Involvement	0
Discipline & Safety	1420
Technology	37665
Health & Physical Fitness	192552
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
Total	240966.37



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