

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Juvenile Justice Center (8141)

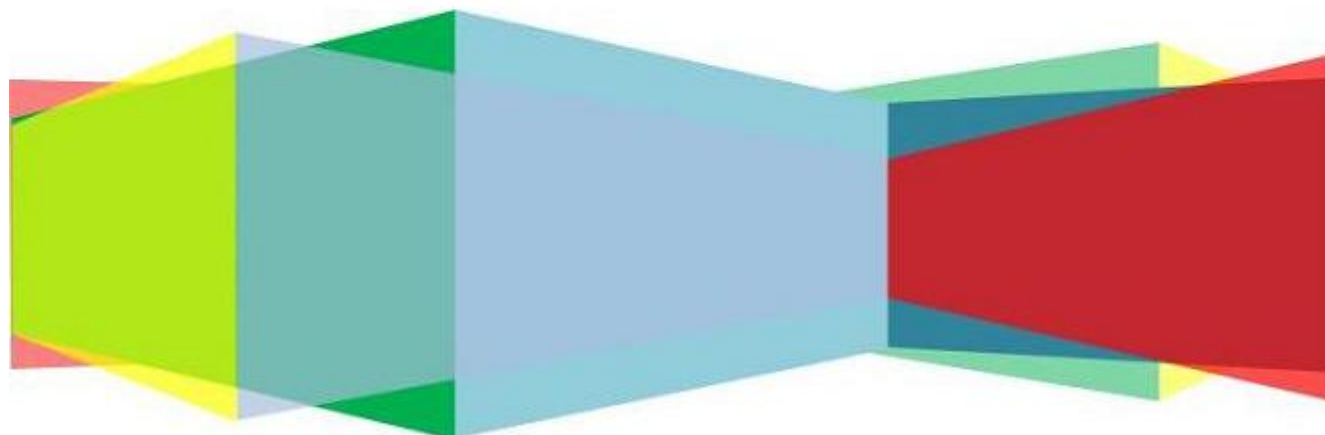
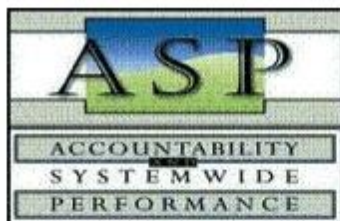
Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - Orlando Milligan

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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The Juvenile Justice Center School (JJCS) is an alternative education program within the Miami-Dade County Public Schools (M-DCPS) District serving youth who are detained at the Miami-Dade Regional Juvenile Detention Center (M-DRJDC). An average of 200 students, ranging in age from 11-17, is enrolled at the facility for the duration of the juvenile court-assigned detention, usually 15 days or fewer. Students are scheduled for classes based upon grade level(s) at the time of enrollment and Student Progression Plan requirements. Schedules are developed for learners subsequent to an initial diagnostic battery of tests. While the majority of enrollees is male, females are also served albeit, in separate classrooms. In tandem with the administration at the M-DRJDC, the principal and his leadership team work as a unified cadre to offer a comprehensive educational experience to the youth housed at this facility.

A review of current research reveals that a direct correlation often is found between academic deficiencies and juvenile crime. Within our population, most students read two or more grade levels below the expected range and grade for their ages and exhibit disinterest in school. The JJCS staff is committed to working as a team to forge troubled youth into venues that lead students to become successful adults with ethical behavior and civic pride. JJCS offers essential skills development to its transient population; credits earned at JJCS are transferred to the student's home school or commitment program.

It is the formidable challenge of JJCS administrators, counselors, teachers and staff to engage learners in goal-oriented activities with sufficient self-efficacy to restore learner interest in academic achievement. Implicit in academic and counseling activities is the covert, yet essential, curricular aim of inspiring youths to reverse negative trends in behaviors and attitudes.

The school provides temporary enrollment for youth, none of whom graduates from this facility, the goal is to offer intensive instruction and counseling, so that the transition back to the regular educational program will be a success. Accordingly, a full-time counselor works solely in the field of exit transition; in this way, transitions back to school are made with minimal interruption to students' academic progress. A full-time social worker has also joined our ranks to assist us in providing quality transitional services to our youth. The JJCS staff also works diligently to educate students about career choices and to engage them in thought-provoking activities which help them to understand the consequences of criminal activities. The aim is to show students the rewards of making sound daily and career decisions.

The JJCS takes pride in its work with the at-risk youth in M-DCPS. The education of oppositional learners is a continual challenge, but the JJCS staff members are committed to this daunting pedagogical venture. The possibilities for growth are, thankfully, as inexhaustible as they are demanding. The JJCS is propitious to have excellent support, not only from M-DCPS district personnel, but also from the M-DRJDC staff and stakeholders from the Juvenile Justice Educational Enhancement Program (JJEPP) team in Tallahassee, Florida. The staff, faculty and EESAC have recommended the following objectives to guide our academic and professional focus for the 2007-2008 school years. These objectives are directly aligned with the Florida Education Priorities and the District Strategic Plan.

Given instruction based on the Sunshine State Standards the number of students meeting high standards in grades 6-8 and grades 9-10 will increase to 58% on the 2008 administration of the FCAT Reading subtest. Additionally, the lowest 25% of students in grades 6-10 will increase reading performance to 58% on the 2008 administration of the FCAT Reading subtest.

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

Given instruction based on the Sunshine State Standards the number of students meeting high standards in grades 6-8 and grades 9-10 will increase to 62% on the 2008 administration of the FCAT Mathematics subtest.

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

Given instruction based on the Sunshine State Standards the number of students meeting high standards in grades 8 and 10 will increase by 1% on the 2008 administration of the FCAT Writing + subtest.

Given instruction based on the Sunshine State Standards the number of students meeting high standards in grades 8 and 11 will increase by 25% on the 2008 administration of the FCAT Science subtest.

Given the opportunity for involvement in school, parents/ families/guardians of students enrolled will increase their involvement in school as evidenced by a 1% increase in visitations when 2007-2008 visitations are compared to 2006-2007 data as evidenced by student services logs.

Given a joint procedures document for Behavior and Discipline Procedures the Juvenile Justice Center School and Miami-Dade Regional Detention facility staff will implement the procedures to ensure effective and appropriate classroom conduct as evidenced by a 5% reduction in disciplinary referrals when data are compared to an in-house baseline.

Given instructions in PowerPoint presentations, video projectors, overhead projectors, and computers, 50% of the teachers at Juvenile Justice Center School will effectively integrate technology into the instructional process.

Given instruction based on the Sunshine State Standards in physical education, and health and fitness, 10% of the students enrolled in Juvenile Justice Center School will demonstrate an understanding of the importance of physical and health education as a means to promote living a healthy lifestyle via an increase in pre and post test results.

Given instruction in GED content areas, 10% of the students who enroll in Juvenile Justice Center School and who are eligible for the General Education Diploma(GED) Option, Plan B will demonstrate learning gains in GED content instruction based on GED OPT Program data results.

Given instruction based on Sunshine State Standards, Juvenile Justice Center School will increase the learning gains of the lowest 25% of students at all grade levels in reading and mathematics on the 2008 administration of the FCAT.

Given the opportunity to participate in School-to-Career activities, students will demonstrate a 10% increase in career awareness as evidenced by a pre/post survey using the Florida Schools Counseling and Guidance Student Survey.

The Organizational Improvement Snapshot (OPIS) results classified Human Resource Focus (3.7) and Business Results (3.8) as the lowest two areas of the survey. Within the category of Human Resource Focus, the leadership team along with the principal will determine the most effective strategies to generate a greater awareness of team work and cohesiveness. Professional learning communities will be implemented to foster a spirit of collegiality at this location. In the area of Business Results, we will look for ways to solicit input for future plans from staff members. Opportunities for increased interaction and involvement of all stakeholders will increase. Staff will also be surveyed to determine other means of increasing awareness and information about these areas of school performance.



# 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.

## 8141 - JUVENILE JUSTICE CENTER

### VISION

Juvenile Justice Center School is designed to provide an educational program that has enough flexibility to meet the needs of our academically and culturally diverse, yet high-risk population.

### MISSION

The mission of the administration, faculty, staff and all stakeholders of the Juvenile Justice Center School is to provide a safe, conducive learning environment via an educational program that is relevant and sensitive to the academic, emotional, and behavioral needs of our student population. We believe that each student can learn and has the inalienable right to receive meaningful instruction. We serve as catalysts for change in the outlooks of our students and plant seeds for change by demonstrating that we care about the individual's welfare and future success.

### CORE VALUES



# School Improvement Plan 2007-2008



## Excellence

We pursue excellence as the mark of achievement and effort in every area of our school's performance.

## Integrity

We work earnestly to develop positive relationships through honesty, respect and compassion, as a means of enhancing the self-esteem, safety, and well-being of all stakeholders, particularly our students, families and staff.

## Equity

We provide a work and learning environment that serves all students as we diligently seek to eliminate the achievement gap which fosters occupational and social inequities.

## Citizenship

We applaud and honor the diversity of our clientele and community by working together as a team to ensure the educational success of each student. We further extend our citizenship responsibilities to promote the democratic way of life for all people.

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## ***School Demographics***

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The Juvenile Justice Center School (JJCS) is located within the Miami-Dade Regional Juvenile Detention Center (MDRJDC), a secure, residential detention facility situated within the central area of Metro-Dade County, Florida. Our population consists of juvenile students who have been arrested within the physical boundaries of Miami-Dade County, although not necessarily residents of Florida or the United States.

The school provides a program of education for students who reside within the expansive boundaries of Miami-Dade County and come from all communities of the middle and senior high school programs of Miami-Dade County Public Schools as well as from private, and charter school programs. Occasionally, elementary students are enrolled. Consequently, JJCS is not a neighborhood school program, neither is it the home school for any student. Upon enrollment, a student may be enrolled in temporary status for up to 21 days, pending juvenile court action. Students enrolled from day 22 and beyond are considered "permanent" per the Juvenile Justice Educational Enhancement Program's Quality Assurance Standards. Our permanent students are often awaiting court action or have been assigned to commitment programs and are being maintained at MDRJDC pending the availability of "a bed" in a Level 8 or Level 10 program. Approximately 27% of the student population is enrolled beyond 21 days, this however may be misleading since we usually enroll and withdraw 20 to 25 students on a daily basis. Our population is multicultural and academically diverse: 35 % Hispanic, 55 % African-American, 1% Asian and 7 % other. Normally 33 % are Exceptional Education Students and 2 % LEP. Our gender enrollment averages 78% male and 22% female.

Our student population is not only at-risk, but is also high-risk and requires unique persistence and varied strategies for stimulating motivation and learning engagement. School staff focuses on improving self-concept through the quest for academic excellence and student achievement. During the time of the student's enrollment we provide instruction in intensive reading, language arts, mathematics, science and social studies with a focus on social skills. Some students receive instruction in one or two electives: physical education, business education, or family and consumer sciences. We provide both language arts and intensive reading for any student who scores at FCAT Achievement Level 1. Currently, students are scheduled by grade level with sixth and seventh graders, averaging less than 20 students, scheduled together. MDRJDC provides a well-documented, research based first offender module for students arrested and incarcerated for the first time. These students are not allowed contact with repeat offenders, which is a procedure that has been documented to reduce the rate of recidivism.

The educational program is under the jurisdiction of two superintendents: the MDRJDC facility superintendent who is on site and the Miami-Dade County Public Schools superintendent and regional office. A cooperative agreement governs the collaborative efforts of MDRJDC and the school in behalf of student education and welfare. We provide year round schooling including fifteen additional days of Saturday School instruction to enrich student skills on the Sunshine State Standards. Within this framework, the school's principal provides strong, instructional leadership that frames the school's vision and mission, transforming these into reality.

High expectations for student achievement are shared among staff, students, and stakeholders. Upon entry, students are assessed in reading, writing, mathematics, learning styles and career interests. Teachers' instruction is developed from the competency based curriculum incorporating pacing guides, the development of a Focus Calendar and the implementation of the Continuous Improvement Model(CIM). Instruction includes major accommodations for the range of student abilities within the classroom. Managing student behavior and engagement in learning is a challenge because many of our students have experienced so much school failure and personal trauma that they are reluctant to participate in an activity for fear of failure. These learners have become oppositional and recalcitrant thus demonstrating conduct disorders. Teachers persist in showing that they care about the student's welfare, that they expect high academic performance, and that they readily provide one to one instruction when necessary. The greatest challenge to classroom performance is when a student returns to class from court, upset and disappointed that he or she was not released. When this happens, special attention, one on one services and counseling are available to redirect the student's focus to learning. The General Education Development (GED) Program is available to students who qualify for the exit option. Our facility qualifies as a Title I facility and a percentage of the students within the lower quartile are provided pull-out instruction in reading and paraprofessional assistance in reading and other classes.

Additional challenges which we face encompass the limited number of classrooms for providing middle and senior high school courses, the age and condition of the building, and the physical conditions of the POD design of the Dade I school building.

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## ***School Foundation***

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### **Leadership:**

The JJCS is led by a strong, positive principal and assistant principal who recognize and value stakeholder input and involvement. Having surveyed the instructional staff and key personnel from MDRJDC, the principal has designed the school program to operate from Dade I and Dade II instructional areas with Dade I primarily housing the middle school population and physical education. Dade II, on the other hand houses the senior high school population and the family and consumer sciences elective. This process has led to a smoother operation and less disruption during the change of classes.

Teachers, at their request, have been assigned to work in teams according to middle or senior high school assignments and are housed in proximity to each other. This affords an opportunity for interdisciplinary and collaborative planning as common planning times are assigned. The principal and the assistant principal meet with the faculty each week during the Team meetings when Progress Monitoring Plans are developed and may review those items of concern which staff members wish to address in this forum. Staff input is solicited for items that affect them directly and also when it is time to make major decisions regarding the instructional program and educational operation of the school. Through these weekly meetings, that are less formal than the monthly faculty meeting, information is exchanged and clarified which helps to maintain the collective focus on the vision and mission of the school. By having an open forum of this nature, a positive work environment is fostered and employees recognize that the views and opinions which they hold are respected and appreciated. The leadership team, comprised of administration, Reading Coaches, department heads and team leaders, meets on a regular basis to guide the focus and direction of the instructional program and to establish procedures. We have refined our communication as it relates to clarification of duties and responsibilities for all staff and increased safety through the publication of joint behavior procedures with the facility.

Equally central to the mission and objectives of the JJCS is the required compliance with the Juvenile Justice Educational Enhancement Program (JJEPP), a component of the Florida Department of Juvenile Justice. The JJCS Quality Assurance (QA) Administrator takes responsibility for ensuring that the school is prepared annually for the QA review from JJEPP reviewers. The requirements include, but are not limited to, the following major areas: updating and maintenance of students' temporary and permanent folders; preparation of a self-reporting document; writing of the school QA Policies and Procedures Manual; maintenance of certification records for JJCS teachers and staff; and careful documentation of all data and records relating to the education and academic progress of the district's exceedingly transient population of students.

The Organizational Improvement Snapshot (OPIS) was completed by 85% of the staff with 73% of the responses at 4.0 or above. The Organizational Improvement Snapshot (OPIS) generated an average rating of 4.0 for the seven Leadership items assessed on a scale of 5.0. Averaged ratings for other areas comprised Measurement at 4.2; Business Results 3.8, Process Management 3.9, Customer and Market Focus and Strategic Planning both averaged a 3.9 rating. Human Resource Focus averaged a 3.7. This is indicative of the high degree of collaboration and cooperation guided by the principal and demonstrated throughout the program.

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



# School Improvement Plan

## 2007-2008



The leadership team and faculty have worked consistently to align the Florida Education Priorities, the District Strategic Plan, and the School Improvement Plan. The department heads have worked with their respective departments to develop the objectives and strategies for the School Improvement Plan. The reading and writing objectives and strategies were developed by the language arts, reading, and social studies department heads and the teachers within those departments. The mathematics and science objectives were developed respectively by those department heads and teachers. Student services department members formulated the objectives and strategies for the discipline/safety and parental involvement components of the plan. The objective and strategies for health/fitness were developed through the collaborative efforts of the assistant principal, the reading chairperson and the teacher for physical education. Special education teachers served jointly with the various departments due to our school's use of the inclusion model. The special education department head serves on the leadership team and has had an opportunity for input at all levels of the development of the plan.

All teachers and paraprofessionals were provided the overview of disaggregated data application and usage, while leadership team members received hands-on instruction in interpreting and planning for improved results. With our focus being data driven, focus calendar planning and development continues to be an integral part of our aim of improving student achievement. Teachers used disaggregated data and the focus calendar as a natural guide to the development of the School Improvement Plan strategies with the details of lesson development and differentiation of activities interwoven into the planning and development of quality mini-assessments.

This area, Strategic Planning, was rated at 3.9 overall on the OPIS. In this area, only one item was rated above 4.0. As a result, a particular emphasis on the opportunity staff members have to determine future plans will be reevaluated to ensure that continued collegiality and collaboration are fostered to increase student achievement. Therefore, further clarity shall be expressed to the staff to ensure that they recognize the correlation of all school outcomes to the Florida Education Priorities and the District Strategic Plan and the individual input and role in the same.

### **Stakeholder Engagement:**

The EESAC, volunteer participation for Career Days, and parent participation at Open House serve as a barometer of the intense interest, commitment and engagement of the stakeholders in the school program. The responses of our parents, EESAC members, and volunteers exude a high level of satisfaction with our program.

Currently, we are awaiting a visit from the JEEP Review Teams. Previous reviews have reflected continued improvement in the instructional program. The MDRJDC Regional director and facility superintendent commend the school's progressive performance while working with us to further document academic achievement and performance excellence.

### **Faculty & Staff:**



The implementation of the team approach further builds and enriches the supportive and assistive atmosphere that visitors to the school frequently describe as pleasant and positive. The challenge to work with resistive, recalcitrant individuals and to ensure that every opportunity is provided to avail the student of an opportunity to learn is paramount. Our staff is comprised of marketing specialists; although they do not hold such degrees, they are adept at engaging students in believing that the individual student is the greatest commodity available, having worthwhile value and a viable future. The teachers and paraprofessionals are committed to assisting each student in developing individual skills and becoming committed to the goals and strategies that will lead to future success. Of twenty-six instructional staff members, two have doctoral degrees, two are pursuing doctoral degrees, two have specialist degrees, seven have master's degrees and the remaining 13 have bachelor's degrees. Of the eight paraprofessionals, all have at least the sixty hours required for reading instructional support. Two paraprofessionals have four year college degrees and two others are on track to complete the bachelor's degree by June, 2007.

### Teacher Mentoring Programs:

The Juvenile Justice Center School has one new teacher to our school. He has some experience in working in our school program. He has passed the subject area examination and is therefore highly qualified. Each teacher is paired with a mentor teacher (master's degree or higher) who meets with the teacher regularly as a resource for coaching and assisting in understanding the unique implications and demands of working in a detention facility. The mentor teachers also provide assistance with lesson planning and instructional modeling. The Beginning Teacher Program with the Professional Growth Team component constitutes the formal Teacher Mentoring program. Nevertheless, our teachers have forged an understanding of the need to share, support and mentor one another. Through the formal and informal mentoring, teachers provide and receive practical and logistical assistance.

All other teachers are certified within the State of Florida. In following the inclusion concept, teachers are scheduled to co-teach with strong, mentor teachers as a means of infusing dynamic and effective teaching strategies and student interaction in every classroom. The administrators along with the Leadership Team strategically plan staff development activities to impact and improve the delivery of instruction and student learning outcomes. Additionally, informational sessions are provided during the weekly team meetings for the purpose of enhancing the instruction, planning, or overall competency of all teachers. Early Release Days and a mandatory Professional Development were provided to this location by the school district during the 2006-2007 school year to ensure that professional development standards and activities were provided to enhance the instructional delivery and student outcomes. Five such days are scheduled for the 2007-2008 school year.

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

Juvenile Justice Center School is committed to the educational excellence of students via the utilization of innovative research-based pedagogical strategies, which reinforces the mastery of core academic subjects. Our objective is to support school improvement through engagement and action research that lends itself to professional development to improve delivery of instruction. Department and Testing Chairpersons continue to provide training for the staff in disaggregating data and use the information to guide instruction. The implementing of the 8-Step Continuous Improvement Model (CIM), which is comprised of the following components: 1) disaggregate test data 2) develop an instructional timeline, 3) deliver the instructional focus, 4) administer frequent assessments, 5) use tutorials to re-teach non mastered target areas, 6) provide enrichment opportunities for mastery students, 7) reinforce learning through maintenance; and 8) monitor progress, has proven itself to have effectuated reform in a positive way. The Plan, Do, Study, Act process is implemented by teachers and carefully monitored by the administrators and leadership team. The Miami-Dade County Public Schools also provides Student Performance Indicators (SPI) information with data compiled for five years regarding individual student performance. The data are readily available (once teachers transcend security pass codes) for teachers to formulate Performance Monitoring Plans (PMP's) for individual students and to target benchmark instruction for specific classes based on past FCAT performance in reading, writing, mathematics, and science.

### **Education Design:**

The school program provides Saturday School 15 Saturdays of the school year for the purpose of focusing on Sunshine State Standards and FCAT assessed benchmarks. During Saturday School, students follow the regular daily block schedule but are guided for test taking strategies, FCAT testing simulation and benchmark instruction. After-School tutoring is also available, funded through Educational Achievement Enhancement funds, from January until March for students who have not passed the FCAT in tenth grade. Additional grade levels may be included in the tutoring, depending on availability of space; however, the priority is for students who have not met the graduation requirement in tenth grade. The school will utilize CIM to monitor the SIP.

### **Performance Results:**

A review of student academic performance during the second and third grading periods of 2007 compared to home school academic performance revealed that students earn higher grades while enrolled at JJCS. Once students are enrolled in Juvenile Justice Center School, the Student Services staff closely examines each student's previous school history including their grades and test scores.

Counselors work assiduously with teachers to ensure that each student has an opportunity to access the curriculum with the scaffolded support that is needed to achieve academic success. This can be attributed to the smaller teacher/student ratio due to inclusion classes and paraprofessional assistance offered in the classrooms. Although students come to us with a history of school suspension or non-school attendance, the percentage of students suspended (assigned to confinement) for in-school violations of the Code of Student Conduct averages less than 5%.

Reading Results for the 2007 FCAT showed a decline by 6% in the number of students who scored at Achievement Level 1 on the subtest in reading. The percentage of students scoring at Achievement Level 2 increased by 1% and the percentage of students scoring at Achievement Level 3 or above increased by 1%. This progress was fostered by dedicated involvement and careful review of the school performance by the staff and EESAC. The following strengths were identified regarding the development of reading comprehension skills:

The opportunity for students to practice and develop reading skills and literacy are sustained throughout the curriculum.

1. Funding for two full-time reading coaches was secured with the coaches identified and hired to assist in the enhancement and implementation of state and district required reading program.
2. Students in language arts classes had 20 minutes of structured independent reading daily.
3. A print-rich environment was enhanced through district provided classroom libraries across the curriculum.
4. Small group and flexible group instruction were provided.
5. Intensive reading and intensive reading plus classes were provided for students at FCAT Achievement Levels 1 and 2 in reading.
6. During the first semester, 122 students were assessed using the Oral Reading Fluency Probe. When students were post-assessed, 9 students of the original group demonstrated increases in the ORF score; 113 students withdrew prior to being assessed again using the Oral Reading Fluency Probe. Of the 10 students with two ORF assessment scores, 90% demonstrated increases in the ORF scores. At the end of the year, 75% of sixth graders, 30% of seventh graders, 40% of eighth graders, 60% of ninth graders, and 33% of tenth graders were classified as high risk as determined by their ORF scores.
7. One language arts teacher attended the professional development inservice on differentiated instruction in the classroom.
8. One Title I allocated teacher provided intensive reading instruction for lower quartile students on a pull-out basis.
9. A Reading Coach attended the state conference for Reading Coaches in August 2007.
10. Three staff members had the reading endorsement added to their certification.

Mathematics results for the 2007 FCAT demonstrated the percentage of students scoring at Achievement Level 1 declined by 6% from 61% to 55%; the percentage of students scoring at Achievement Level 2 increased by 6% from 13% to 19% and the percentage of students scoring at Achievement Level 3 or above remained the same at 10%. Additional endeavors were undertaken to ensure student success:

1. Professional Development: One of the mathematics teachers attended the district provided professional development inservice on differentiated instruction in the classroom; three teachers attended the CRISS professional development inservice; two teachers attended various district provided inservices in mathematics; three teachers participated in professional development regarding the use of Successmaker in the classroom.
2. The Successmaker Program from Pearson Learning was used daily in middle school classes.

Writing Results reveal that 31% of the students in eighth grade scored at 4.0 or above on the essay rubric and another 8% scored at 3.5. The 26 assessed eighth graders earned a median score of 174 on the writing conventions subtest. The scores of 17 tenth graders reflected 37% scoring at 4.0 or above and 23% scoring at 3.5 on the writing rubric. A median score of 223 was earned on the writing conventions subtest of this test. There were no scores above 4.5 at either grade level.

Having regularly reviewed the school performance, the staff, EESAC and other stakeholders identified the following strengths regarding the development of writing skills:

Essay writing practice was provided on a daily basis in all language arts classes.

1. Eight hundred twenty-seven practice essays were written during the year with an average rubric score of 3.0.
2. Rubric increases on essay practice averaged 1.0 for students who had written three or more essays during writing practice at the high school level and a 0.5 rubric increase on essay practice at the middle school level.
3. Students also participated in essay contests for Hispanic Heritage month and on the topic of violence.

Science results were carefully reviewed thus; the staff, EESAC and other stakeholders identified the following strengths regarding the development of science skills:

Opportunities for all students to learn about science related topics were provided throughout the 2006-2007 school year as follows:

1. A breast cancer presentation was provided for students during National Breast Cancer Awareness Week on October 17, 2006.
2. National Women and Girls HIV/AIDS Awareness Day 2006
3. Miami-Dade Health Education Center Phases; Healthy Eating Grades 6-8 on October 30-31, 2006.



# School Improvement Plan 2007-2008



4. Miami-Dade Area Health Agency Food For Thought- Nutrition, Eating Disorders, and Obesity on October 30-31, 2006.
5. Miami-Dade Health Department- Abstinence Program June 13-26, 2007 presented by Ms. Thomas-Gayle RN, BSN.

These results corroborate the commitment and dedication of school staff to excellence and achievement despite the challenging trends to learning and engagement with at-risk students.



# 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 :**

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

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**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

## 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 increase reading performance in order to meet required mastery level.

### **Needs Assessment**

Reading scores for the 2007 FCAT Reading subtest resulted in 100% of sixth graders, 90% of seventh graders, and 88% of eighth graders were performing at Achievement Levels 1 and 2. The developmental scale score (DSS) increases were demonstrated in grades 7 (18%) and 8 (22%). The middle school Reading subtest data indicate that immediate intensive instruction is needed in the areas of Words and Phrases and Main Idea/Purpose.

Reading scores for the 2007 FCAT Reading subtest resulted in 95% of ninth graders and 92% of tenth graders were performing at Achievement Levels 1 and 2. The developmental scale score (DSS) increases were demonstrated in grades 9 (25%) and 10 (16%). The high school Reading subtest data indicate that immediate intensive instruction is needed in the areas of Words and Phrases and Main Idea/Purpose.

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction based on the Sunshine State Standards the number of students meeting high standards in grades 6-8 and grades 9-10 will increase to 58% on the 2008 administration of the FCAT Reading subtest. Additionally, the lowest 25% of students in grades 6-10 will increase reading performance to 58% on the 2008 administration of the FCAT Reading subtest.

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement the Focus Calendar for reading, language arts, and social studies classes utilizing the Continuous Improvement Model to assess, instruct, tutor, enrich and maintain student progress in all classes on a biweekly basis.	Principal, Assistant principal, Reading Coaches, and Reading/Language Arts teachers	8/20/2007	6/30/2008	Other/ Not Applicable	0
Provide timed reading practice to increase reading speed and fluency in reading classes on a weekly basis.	Principal, Assistant Principal, Department Head, Reading Teachers and paraprofessionals	9/4/2007	6/6/2008	Other/ Not Applicable	0
Provide instruction in key vocabulary emphasizing the constructs of phonemic awareness, phonics, fluency and comprehension across the curriculum on a daily basis.	Principal, Assistant Principal, Language Arts and Reading Teachers and paraprofessionals	8/20/2007	6/30/2008	Other/ Not Applicable	0
Provide enrichment activities for students at all grade levels through independent study or special assignments.	Principal, Assistant Principal, Reading Coaches, Department Heads, Language Arts, Reading and Social Studies Teachers and Paraprofessionals	8/20/2007	6/30/2008	Other/ Not Applicable	0
Provide all mandated assessments including ORF, interim assessments and schoolwide test simulations for the FCAT assessed benchmarks according to appropriate scheduling intervals.	Principal, Assistant Principal, Reading Coaches, Test Chairperson, Teachers and Paraprofessionals	8/20/2007	6/30/2008	Other/ Not Applicable	0
Utilize information obtained from District site visitation team to improve reading instruction.	Principal, Assistant Principal, Reading Coaches, and Department Chairpersons	08/20/2007	06/13/2008	Other/ Not Applicable	

### Research-Based Programs

Read XL  
 Read 180  
 Reading Plus  
 Successmaker  
 Bridges to Literature  
 McDougall Littel

### Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction in reading, the following training is recommended: Reading Literacy Across the Curriculum and Differentiated Instruction.

### Evaluation

This objective will be evaluated based on results of the administration of the 2008 FCAT subtest in reading. Frequent monitoring of progress will be conducted using CIM, Oral Fluency Probes, site developed assessments, and interim assessments.

## 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 increase mathematics performance in order to meet required mastery level.

### **Needs Assessment**

Mathematics scores for the 2007 FCAT Mathematics subtest resulted in 100% of sixth graders, 90% of seventh graders, and 92% of eighth graders were performing at Achievement Levels 1 and 2. The middle school Mathematics subtest data indicate that immediate intensive instruction is needed in the areas of Algebraic Thinking and Measurement.

Mathematics scores for the 2007 FCAT Mathematics subtest resulted in 95% of ninth graders and 92% of tenth graders were performing at Achievement Levels 1 and 2. The high school Mathematics subtest data indicate that immediate intensive instruction is needed in the areas of Number Sense and Geometry/Spatial Sense.

### **NCLB Subgroup Target**

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



### Measurable Objective

Given instruction based on the Sunshine State Standards the number of students meeting high standards in grades 6-8 and grades 9-10 will increase to 62% on the 2008 administration of the FCAT Mathematics subtest.

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement the Focus Calendar for mathematics utilizing the Continuous Improvement Model to assess, instruct, tutor, enrich and maintain student progress on a biweekly basis.	Principal, Assistant Principal, Department Head, Mathematics Teachers, and Paraprofessionals	8/20/2007	6/30/2008	Other/ Not Applicable	0
Identify students in various subgroups (African-American, Hispanic, ESE, Level 1 and economically disadvantaged) and provide differentiated instruction, tutoring and enrichment, to ensure learning gains as reflected on the 2008 FCAT mathematics subtest.	Principal, Assistant Principal, Department Head, Mathematics Teachers, and Paraprofessionals	8/20/2007	6/30/2008	Other/ Not Applicable	0
Provide interim assessments and schoolwide test simulations for the FCAT assessed mathematics benchmarks during Saturday School sessions.	Principal, Assistant Principal, Test Chairperson, Mathematics Teachers, and Paraprofessionals	8/25/2007	5/31/2008	Other/ Not Applicable	0
Provide instruction in solving word problems by comparing the mathematical process to the scientific method for solving problems on a monthly basis.	Principal, Assistant Principal, Department Head, Mathematics Teachers, and Paraprofessionals	8/20/2007	5/31/2008	Other/ Not Applicable	0
Provide intensive mathematics instruction on performance based questions daily.	Principal, Assistant Principal, Department Chairperson, Mathematics Teachers, and paraprofessionals.	8/20/2007	6/30/2008	Other/ Not Applicable	0
Provide enrichment activities for all students at all grade levels through independent study and special assignments.	Principal, Assistant Principal, and Department Chairpersons	08/20/2007	06/13/2008	Other/ Not Applicable	
Utilize feedback from District site visitation team to improve mathematics instruction.	Principal, Assistant Principal, and Department Chairpersons	08/20/2007	06/13/2008	Other/ Not Applicable	

### Research-Based Programs

McDougall-Littell Mathematics Series  
 Successmaker  
 RiverDeep

### Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction in mathematics, the following training is recommended: Reading Literacy Across the Curriculum and Differentiated Instruction.

### Evaluation

This objective will be evaluated based on results of the administration of the 2008 FCAT subtest in mathematics and benchmark mini-assessments.

Monthly monitoring of progress will be conducted using district and site developed assessments, including district interim assessments and FCAT test simulations.

## 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**

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

### **Writing Statement**

All students will increase writing performance in order to meet required mastery level.

### **Needs Assessment**

The results of the 2007 FCAT Writing + subtests revealed that 31% of the students in eighth grade scored at 4.0 or above on the essay rubric and another 8% scored at 3.5. The 26 assessed eighth graders earned a median score of 174 on the writing conventions subtest. The data on the writing conventions subtest indicate that immediate intensive instruction is needed in the areas of support and conventions. The performance items scores on other subtests were dismal; therefore, attention will be given to strengthening student writing skills for short and extended item responses across the curriculum.

The scores of 17 tenth graders reflected 37% scoring at 4.0 or above and 23% scoring at 3.5 on the writing rubric. A median score of 223 was earned on the writing conventions subtest of this test. The data on the writing conventions subtest indicate that immediate intensive instruction is needed in the areas of support and conventions. The performance items scores on other subtests were dismal; therefore, attention will be given to strengthening student writing skills for short and extended item responses across the curriculum.

Students entering Juvenile Justice Center School are assessed in writing using the Mather-Woodcock Group Writing Test (GWT). This is a teacher-guided, untimed assessment of spelling, editing and formulating sentences with given items.

These results along with the Continuous Improvement Model will guide the Focus Calendar Benchmarks for writing in conjunction with the instructional, enrichment and tutorial strategies used in the reading and language arts classrooms.

### **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 based on the Sunshine State Standards the number of students meeting high standards in grades 8 and 10 will increase by 1% on the 2008 administration of the FCAT Writing + subtest.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement the Focus Calendar for writing utilizing the Florida Continuous Improvement Model to assess, instruct, tutor, enrich and maintain student progress on a biweekly basis.	Principal, Assistant Principal, Reading Coaches, Department Head, and Language Arts Teachers	8/20/2007	6/13/2008	Seamless PreK-12 Curriculum	0
Provide instruction in identifying and developing two types of essays: expository and persuasive including use of a writing web and other graphic organizers.	Principal, Assistant Principal, Reading Coaches, Department Head, and Language Arts Teachers	8/20/2007	6/13/2008	Seamless PreK-12 Curriculum	0
Provide instruction in writing conventions and grammatical constructs during language arts classes on a weekly basis.	Principal, Assistant Principal, Reading Coaches, Department Head, and Language Arts Teachers	8/20/2007	6/13/2008	Seamless PreK-12 Curriculum	0
Provide FCAT writing assessments for all students bi-weekly to increase writing proficiency within structured time settings as an FCAT simulation.	Principal, Assistant Principal, Reading Coaches, Department Head and Language Arts Teachers	8/20/2007	6/13/2008	Seamless PreK-12 Curriculum	0
Provide instruction and practice in answering extended and performance task response questions in all content areas.	Principal, Assistant Principal, Reading Coaches, Department Heads, and all content area teachers: language arts, mathematics, science, social studies	8/20/2007	6/13/2008	Seamless PreK-12 Curriculum	0
Respond to and implement recommendations provided by the district site visitation team.	Principal	10/31/07	12/21/07	District-wide Literacy Plan	0

### Research-Based Programs

Florida Writing Assessment: A Practice Book for Grade 8 and Grade 10  
 The Writer's Choice Grammar and Composition Series by Glencoe/McGraw Hill  
 Source Book

### Professional Development

In an effort to improve professional development for the instructional staff to enhance the overall delivery of instruction in writing, the following training is recommended: The Writing Process, the 6+1 Writing Traits, Rubric Training, Writing + Item Specifications, Reading Across the Curriculum, and Use of Conventions.

Teachers will have an opportunity to participate in all on-going professional development as writing programs and strategies become available through the district and state. The school will include Writing Across the Curriculum strategies in its School Improvement Professional Development activities.

### Evaluation

This objective will be evaluated based on results of the administration of the 2008 FCAT subtest in writing. Frequent monitoring of progress will be conducted throughout the school year using district and site developed assessments.

## Science Goal

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

#### **Florida Education Priorities**

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

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

#### **District Strategic Plan**

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

### **Science Statement**

All students will increase science performance in order to meet required mastery level.

### **Needs Assessment**

Science scores for the 2007 FCAT Science subtest resulted 93% of eighth graders performing at Achievement Level 1 and 7% performing at Achievement Level 2. The eighth grade Science subtest data indicate that immediate intensive instruction is needed in the areas of Physical and Chemical Sciences and Life and Environmental Sciences.

The eleventh grade results were more promising with 83% scoring at Achievement Level 1 and 16% scoring at Achievement Level 2. The eleventh grade Science subtest data indicate that immediate intensive instruction is needed in the areas of Physical and Chemical Sciences and Earth and Space Sciences.

Stringent analysis of these results will guide instructional collaboration for Early Release Day activities. Disaggregation of this data along with the implementation of the Florida Continuous Improvement Model will guide the Focus Calendar Benchmarks for science in conjunction with the development of cogent instructional, enrichment, remedial and tutorial strategies used in the science classrooms.

### Measurable Objective

Given instruction based on the Sunshine State Standards the number of students meeting high standards in grades 8 and 11 will increase by 25% on the 2008 administration of the FCAT Science subtest.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement the Focus Calendar for science utilizing the Florida Continuous Improvement Model to assess then tutor, enrich and maintain student progress on a biweekly basis.	Principal, Assistant Principal, Department Head and Science Teachers and Paraprofessionals	8/20/2007	6/13/2008	District-wide Literacy Plan	0
Provide instruction in key science terms consistent with the district developed pacing guides for students in all Integrated Science classes.	Principal, Assistant Principal, Department Head, and Science Teachers and Paraprofessionals	8/20/2007	6/13/2008	District-wide Literacy Plan	0
Provide interim assessments and schoolwide test simulations for the FCAT assessed science benchmarks monthly and during the Saturday School sessions.	Principal, Assistant Principal, Department Head and Science Teachers and Paraprofessionals	8/20/2007	6/13//2008	District-wide Literacy Plan	0
Provide instruction to compare the scientific method of solving problems to solving word problems in mathematics on a monthly basis.	Principal, Assisnat Principal, Department Head, Science and Mathematics Teachers and Paraprofessionals	8/20/2007	6/13/2008	District-wide Literacy Plan	0
Provide science and science-related professionals to discuss with all students the advantages of science related careers and opportunities.	Principal and Assistant Principal, Career Committee and Science Teachers	10/1/2007	4/25/2008	District-wide Literacy Plan	0
Utilize virtual science labs and hands on classroom activities on a monthly basis.	Principal, Assistant Principal, Department Chairperson, and Science Teachers.	8/20/2007	6/13/2008	Other/ Not Applicable	7000
Provide enrichment activities for all students at all grade levels through independent study and special assignments.	Principal, Assistant Principal, Department Chairperson, and Science Teachers	8/20/2007	6/13/2007	Other/ Not Applicable	
Utilize information obtained from District site visitation team to improve science instruction.	Principal, Assistant Principal, and Department Chairperson	8/20/2007	6/13/2007	Other/ Not Applicable	

### Research-Based Programs

Prentice-Hall Science Textbook series  
Glencoe Florida Science series

### Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction in Intergrated Science, the following training is recommended: Science Item Specifications, Science Item Analysis, and Science Sunshine State Standards. Teachers will be afforded the opportunity to participate in professional development activities that are provided at district and state levels for science.

### Evaluation



# School Improvement Plan 2007-2008



The science objective will be evaluated based on results of the administration of the 2008 FCAT subtest in science. Biweekly monitoring of progress will be conducted using district and site developed assessments, including district interim assessments.

### 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**

**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 for all students in order to meet the required mastery level.

**Needs Assessment**





# School Improvement Plan

## 2007-2008



Juvenile Justice Center School is housed within a secure detention facility. Therefore parent visitations are restricted to certain days and times according to the facility visitation schedule, which does not coincide with the school schedule. However, the school works diligently with the facility recognizing that parental involvement is a key motivator in student performance and success. Even with the aforementioned restrictions, there were 60 parent visits during the 2006-2007 school year. Many parents are not aware that students attend school while being detained; nor are they aware of grading procedures and grade level promotion requirements. The opportunity to visit classrooms, meet teachers, administrators and student services staff makes the experience of visiting the school and students while they are detained. Parent visits result in improved behavior and students become more involved in learning. In addition parental involvement is needed to discuss and develop students Individualized Educational Plan (IEP), concerning their child's educational goals and behavior. The Special Education Department (SPED) head conducts these conferences on an individual basis in person or through phone conferences.

During the 2007-2008 school year three parent visitation nights are scheduled for October 24, November 28, 2007 and February 20, 2008. In addition our school social worker will be available as needed during the facilities scheduled parent visitation hours.

The commitment of our EESAC members and numerous instances of positive support from the community is well documented in our school program. There were several Career Day events during the 2006-2007 school year.

Kelly Tractor allowed all students enrolled to operate a 420 tractor. We have extensive involvement with the Metro-Dade County's Team-Metro, Melrose.

Additional community representatives participating in the school include Nextran Corp, (Frank Portuondo), The Florida Senate, (Angela Lane), Division of Applied Learning, Florida Detroit Diesel, (Henry Stevens), Lindsey Hopkins Technical Education Center, Parent Academy (Angela Lozano Lopez-parent resource specialist).

### Measurable Objective

Given the opportunity for involvement in school, parents/ families/guardians of students enrolled will increase their involvement in school as evidenced by a 1% increase in visitations when 2007-2008 visitations are compared to 2006-2007 data as evidenced by student services logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide back to school night visitation times for parents three times during the school year, two the first and one the second semester, coinciding with facility visitation, in order to improve school to home communication.	Principal, Assistant Principal, Student Services and Instructional Staff school Social Worker	8/20/2007	6/13/2008	Other/ Not Applicable	0
Provide the opportunity for parents who visit the school to receive report cards, FCAT scoring scale data as relates to individual student performance, and interim progress reports during school visitation.	Principal, Assistant Principal, Student Services staff	8/20/2007	6/13/2008	Other/ Not Applicable	0
Provide a powerpoint presentation for parents to generate knowledge and understanding of graduation requirements, promotion requirements and credits and academic advisement for transition.	Principal, Assistant Principal, Student Services staff School Social Worker	8/20/2007	6/13/2008	Other/ Not Applicable	0
Provide viable career day activities utilizing EESAC and other community resources during the school year.	Principal, Assistant Principal and Career Committee Student Services Staff	11/1/2007	6/13/2008	Other/ Not Applicable	0
Develop exit transition plan with parents participation for students detained for 21 days or more.	Transition Counselor	8/20/2007	6/13/2008	Other/ Not Applicable	0
Identify all students who enroll in JJCS showing 8141 as the home school and provide counseling for individual transition for all students who enroll with 8141 as the home school.	Principal, Assistant Principal, School Transition Counselor	8/20/2007	6/13/2008	Other/ Not Applicable	0
Schedule visits on the first Wednesday of each month for parents and or make telephone contact to help parents become more knowledgeable of community resources and to encourage participation in their child's educational options. In addition, develop an exit transition plan with the participation of parents.	School Social Worker, School Transition Counselor	8/20/2007	6/13/2008	Improve Public Perception	0
Respond to and implement recommendations provided by the district site visitation team.	Principal	10/31/07	12/21/07	Improve Public Perception	0

### Research-Based Programs

Just Read, Families, Florida Department of Education  
Miami-Dade County Public Schools Parent Academy.

A National PTA ([www.pta.org](http://www.pta.org)) study released in 1997 revealed six national

### Professional Development

In an effort to increase parent/guardian and or family involvement. It is recommended that all staff participate in district professional development dealing with communication with students and family.

### Evaluation

Parental and community involvement, will be assessed by determining the percentage of parents, family members or guardians who visit the school, per student service's visitation logs, relative to the number of students who are enrolled.

Student's career awareness will be assessed using a modified concepts from the Florida Schools Counseling Guidance Student 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**

**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"/>

**Discipline & Safety Statement**

Reduce the recidivism rate for students at Juvenile Justice Center School.

**Needs Assessment**



# School Improvement Plan

## 2007-2008



The facility staff and school staff were each asked to prioritize areas of concern and the following were the findings of the joint survey:

Disruptive behavior within the classroom has been identified as the number one priority by 28% of the facility staff. Classroom entry behavior was listed as number one by 8% of the facility staff and number 2 by 12% of the facility staff.

School staff priority results rated number one priorities as Use of profanity 8%; Fighting 6%; and Refusal to work 5% and Classroom entry behavior 4%. Fighting (4%) was also rated as number two in priority, classroom entry behavior(4%) and use of profanity(5%)were ranked third in priority by school staff.

A review of the registration trend of students enrolling in Juvenile Justice Center School revealed that 25% showed Juvenile Justice Center School as the last school attended by the student. The Juvenile Justice Center School is not the home school for any student which means that once the student left JJCS, the student did not enroll in any other educational program. Community law enforcement statistics support that many crimes within neighborhoods and communities are committed by students who are either truant from or not enrolled in educational programs. National and regional studies have shown the direct link between truancy and juvenile daytime crime rates, juvenile delinquency, drug abuse and, of course, failure in school. Over one-half of the prison population never finished high school and only one-half of high school dropouts are employed full-time.(American Prosecutors Institute, 1999)The need to assist students in re-enrolling in traditional educational programs or in alternative or adult education programs will provide a much needed link between student and the traditional school program.

In the interest of effecting and preventing the disruption of learning routines, the JJCS and the facility developed a joint procedures document regarding the dispensation of disciplinary infractions. In an effort to establish greater consistency in disciplinary procedures the facility and school established a joint committee to develop a behavior modification/discipline plan and procedures. Fourteen (14) persons representing the facility and the school came together and identified the most serious/frequent conduct infractions.

Strategies were jointly determined by a subcommittee of one assistant superintendent, one supervisor and three detention officers, collaborated with five teachers and the assistant principal. The resulting procedures have been shared with teachers and facility staff and will be further implemented during the 2007-2008 school year.

### Measurable Objective

Given a joint procedures document for Behavior and Discipline Procedures the Juvenile Justice Center School and Miami-Dade Regional Detention facility staff will implement the procedures to ensure effective and appropriate classroom conduct as evidenced by a 5% reduction in disciplinary referrals when data are compared to an in-house baseline.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide educational services to students who are placed on confinement or who are segregated from the general population on Admission Release Office(ARO).	Principal, Assistant Principal, and Individual teachers per school schedule	8/20/2007	6/13/2008	Other/ Not Applicable	0
Review joint discipline and behavioral procedures and procedural compliance with students, teachers and facility supervisory staff at weekly, and quarterly intervals, to ensure proper implementation.	Principal, Assistant Principal, facility supervisory staff, juvenile detention officers and instructional staff	8/20/2007	6/13/2008	Other/ Not Applicable	0
Provide copies of the joint procedures to all school and facility staff and post the same in all classrooms to ensure joint compliance.	Principal, Assistant Principal, teachers and paraprofessionals	8/20/2007	6/13/2008	Other/ Not Applicable	0
Provide an opportunity for staff to participate in the Melissa Institute Violence Prevention Seminar as a professional development activity.	Principal, Assistant Principal, selected counselor/s and teachers.	12/1/2007	12/28/2007	Other/ Not Applicable	0

### Research-Based Programs

Behavior Modification  
Token Economy

### Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction teachers will be afforded the opportunity to participate in professional development activities that are provided at district and state levels regarding student conduct and classroom management.

### Evaluation

The evaluation of the school safety and discipline is determined by demonstrating a decline in the percentage of students who are referred for disciplinary infractions when compared to in-house baseline data.

## 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

Increase infusion of technology in all content areas.

### Needs Assessment

Currently, the infrastructure to support the utilization of technology in all content area classes is not completely stable. Currently, the use of technology is used in less than 50% of all classes. The assignment of a technician to maintain our program's operation is needed to effect the full implementation of this networked system.

Twenty to twenty-five students enter and withdraw from Juvenile Justice Center School on a daily basis. Currently, in order to meet Quality Assurance standards, exit grades for students withdrawn must be transmitted to the new school within 5 days of the student's withdrawal from school. Manual entry and posting of student grades is stringently and consistently monitored, the use of electronic gradebook will save teachers time from having to spend approximately three hours per week posting grades, manually, for students who have withdrawn from school. In an effort to engage and motivate reluctant learners, teachers will infuse the use of technology into the classroom through various computer learning programs.

### Measurable Objective

Given instructions in PowerPoint presentations, video projectors, overhead projectors, and computers, 50% of the teachers at Juvenile Justice Center School will effectively integrate technology into the instructional process.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development to teachers to ensure that adequate training is provided for full implementation of instructional technology.	Principal and assistant principal	8/20/2007	6/13/2008	Other/ Not Applicable	0
Monitor the implementation of teacher's use of technology through classroom activities.	Principal, Assistant Principal	8/20/2007	6/13/2008	Other/ Not Applicable	0
Utilize various instructional technology programs to remediate and assess as a part of a continuous improvement process model of instruction for students.	Principal, Assistant Principal, Department Chairpersons, Classroom Teachers	09/04/07	06/13/08	District-wide Literacy Plan	
Utilize e-mail to begin implementation of a paperless office.	Principal, Assistant Principal	08/20/07	06/13/08	Other/ Not Applicable	

### Research-Based Programs

Technology Infusion Program

### Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction through the use of technology teachers will be given the opportunity to attend any district technology training offered.

### Evaluation

The evaluation of this technology objective will be determined based on 50% of teachers effectively utilizing instructional technology within their classrooms.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

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

#### *District Strategic Plan*

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

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

Increase awareness and the importance of health and fitness for students at Juvenile Justice Center School.

### ***Needs Assessment***

The MDRJDC provides a daily alert log which identifies students who have health issues such as special diets, allergies, diabetes, under age, mental health or other issues that relate to the overall health and wellness of the students during the time of detention. State guidelines also require the facility to provide one hour of large muscle exercise daily. Those records are maintained by MDRJDC. Recent statistics from national studies indicate that juvenile obesity and diabetes is on the increase; hence the need for students to have a clear understanding of healthy eating and healthy lifestyles is essential to a healthy and productive citizenry for the future. Many of the health challenges that young people face today are different than those of past generations. Currently, the medical advances and vaccines have largely remedied the illness, disability, and death that commonly resulted from infectious disease in the past. Today, the health of young people and the adults that they become is critically linked to the health-related behaviors they choose to adopt (CDC, June 28, 2002; CDC, School Health Programs, 2001). For example: Chronic diseases account for 7 of every 10 U.S. deaths and for more than 60 percent of medical care expenditures. In the adult population, about two-thirds of all mortality and a great amount of morbidity, suffering, and rising health care costs result from three causes: heart disease, cancer, and stroke. Tobacco use, unhealthful dietary patterns, and physical inactivity contribute to the incidence of these conditions (CDC, Risk Behaviors Overview, 2001). The education of all students in regards to health and fitness is a serious and important component of student learning and lifelong health; it is particularly essential for the students who are from at risk generations and families.



### Measurable Objective

Given instruction based on the Sunshine State Standards in physical education, and health and fitness, 10% of the students enrolled in Juvenile Justice Center School will demonstrate an understanding of the importance of physical and health education as a means to promote living a healthy lifestyle via an increase in pre and post test results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide daily health and fitness information during morning announcements to support and encourage all students to practice healthy eating, health lifestyles and fitness. habits.	Principal, Assistant Principal and Media Specialist	08/20/07	06/13/08	Student Wellness	0
Provide daily exercise routines using the presidential fitness skills for students during physical education class to build 10% physical endurance.	Principal, Assistant Principal, Department Head and Physical Education Teacher	08/20/07	6/13/08	Student Wellness	0
Provide an opportunity for students to chart and graph data based on physical fitness activities on a weekly basis with 80% accuracy.	Principal, Assistant Principal, Department Head and Physical Education Teacher	08/20/07	06/13/08	Student Wellness	0
Provide an opportunity for 70% of the students to participate in the Career Days twice a year to obtain knowledge related to healthy living or health related careers.	Principal, Assistant Principal, Student Services Staff and Career Committee	08/20/07	06/13/08	Student Wellness	0

### Research-Based Programs

It's Up To You, Choose Your Move!  
Active Community Environments

### Professional Development

In an effort to improve professional development for the Physical Education instructor to enhance overall delivery of instruction in health and fitness, staff should maintain current CPR certification and AIDS awareness. The teacher will be afforded the opportunity to participate in professional development activities that are provided at district and state levels.

### Evaluation

The health and fitness objective will be evaluated by comparing pre and post teacher created assessment results for students enrolled in physical education and health and fitness classes.

## 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**

Increase GED Exit Option rate for students at Juvenile Justice Center School.

#### ***Needs Assessment***

Approximately 5-8% of our population meets the pretest standards to qualify for the GED program, however, since many of our students have not been enrolled in school for an extended period of time and are over age for the last grade in which they were enrolled, remediation instruction is offered in conjunction with the GED option during the course of the school day. This opportunity is available for both male and female students. In addition we offer Adult Based Education (ABE) to students reading on an 8th grade level or below.

The state requires that students enrolled in the Juvenile Justice Center School have the opportunity to enroll in the GED program, if they qualify. Students who enroll who are over age for the grade and meet the stipulated criteria are provided an opportunity to enroll in the GED program.

Steck-Vaughn representative provided training for the updated computer program, GED Opt. A review of student gains using this program revealed three students to have two or more assessments. Two of those students demonstrated gains per the GED Opt report.

### Measurable Objective

Given instruction in GED content areas, 10% of the students who enroll in Juvenile Justice Center School and who are eligible for the General Education Diploma(GED) Option, Plan B will demonstrate learning gains in GED content instruction based on GED OPT Program data results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement the focus lessons for GED utilizing the Florida Continuous Improvement Model to assess, instruct, tutor, enrich and maintain student progress biweekly.	Principal,Assistant Principal, Student Services Chairperson, and GED teachers	8/20/07	6/30/08	Alternative Education	0
Provide an opportunity for students to participate in GED and ABE related instruction/activities during the school day.	Principal, Assistant Principal, Student Services Chairperson, Instructional Staff	8/20/07	6/30/08	Alternative Education	0
Provide counseling and educational transition referrals for students who have already received a GED or high school diploma.	Principal, Assistant principal and Home School transition counselor	8/20/07	6/30/08	Alternative Education	0
Provide an opportunity for students to participate in GED pre/post-testing based on the classroom demonstration of GED academic competencies.	Principal,Assistant principal and GED teachers	8/20/07	6/30/08	Alternative Education	0

### Research-Based Programs

#### GED HISTORY

The first GED Tests were developed in 1942 to measure the major outcomes and concepts generally associated with four years of high school education. Initiated by the United States Armed Forces Institute (USAFI), the original tests were administered only to military personnel so that returning World War II veterans could more easily pursue their educational, vocational, and personal goals.

The USAFI examination staff, composed of civilian testing experts, worked with an advisory committee established with the support and cooperation of the American Council on Education (ACE), the National Association of Secondary School Principals, and the regional accrediting associations.

The opportunity to document the attainment of high school-level skills proved to be a significant aid to many service members whose academic careers had been disrupted during the war. During the 1950's, it became apparent that civilians could also benefit from the program-a need that the American Council on Education undertook to fulfill. From 1945-1963, the program was administered by the Veteran's Testing Service. In 1963, in recognition of the transition to a program chiefly for nonveteran adults, the name was changed to the General Educational Development Testing Service.

Statistical results of those tested in Florida in 2003 reveal that 70.8 % passed the GED. Total population assessed and completing the GED 36,061 with 536 passing the GED battery of tests.

### Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction, the following training is recommended: GED training by Steck-Vaughn and other district and state provided professional development.

### Evaluation

The GED program objective will be measured by the number of students who participate in the program and the measurable gains demonstrated by participants based on GED Opt Program data.

## 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"/>

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<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 learning gains for all students at Juvenile Justice Center School.

### ***Needs Assessment***

The population and enrollment of JJCS varies significantly. We disaggregate data on students who are enrolled more than one grading period and seek to ensure learning gains on site developed mini-assessments.

### Measurable Objective

Given instruction based on Sunshine State Standards, Juvenile Justice Center School will increase the learning gains of the lowest 25% of students at all grade levels in reading and mathematics on the 2008 administration of the FCAT.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide instruction based on Sunshine State Standards to increase the learning gains of students in reading and mathematics by 17% when FCAT 2007 results are compared to FCAT 2008 results on the reading and mathematics subtests.	Principal, Assistant Principal and all classroom teachers	8/20/07	5/26/08	District-wide Literacy Plan	0
Develop, implement and monitor the instructional focus calendar specifying FCAT tested Sunshine State Standard benchmarks of reading and mathematics.	Principal, Assistant Principal and all teachers	8/20/07	5/26/08	District-wide Literacy Plan	0
Maintain data tables to assess the performance of students on mini-assessments and interim assessments to ensure learning gains.	Principal, Assistant Principal, Department Heads and Team Leaders	9/04/07	5/26/08	Continuous Improvement Model	0
Provide site-based mini-assessments for all students to determine and analyze areas of strengths and weaknesses in order to adjust curriculum delivery and ensure student mastery.	Principal, Assistant Principal, FCIM Coordinator, Team Leaders and Department Heads	08/20/07	6/13/08	Continuous Improvement Model	0

### Research-Based Programs

Department of Education Return on Investment Indicators

### Professional Development

Reading Across the Curriculum  
Differentiated Instruction

### Evaluation

The evaluation of the Return on Investment Objective will be determined by a 17% increase in the percentage of students who demonstrate learning gains in reading and mathematics when 2007 FCAT results are compared to 2008 FCAT results.



# School Improvement Plan 2007-2008



**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"/>

**Other Statement**

All students will have increased exposure to school to career activities.

**Needs Assessment**

The need to prepare for work, both academically, vocationally, and socially is more dramatized in the confines of detention than in a regular school setting. During the 2007-2008 school year, students were surveyed using the Florida Schools Counseling and Guidance Student Survey, a Likeirt Scale beginning with 1 for Disagree and ending with 4 for Agree.

The survey included nine standards:

1. Academic Achievement Students responses to this standard indicated that 15% of the students needed assistance in behaviors relating to academic achievement.
2. Career Development: 14% of the students recognized the need for help in developing career awareness such as post secondary education and career planning.
3. Career Development: 15% of the respondees recognized a need for help in applying decision making skills to career and educational planning and understanding changes in male-female roles.
4. Personal and Social Development: 8% of the students indicated a need to understand the influence of a positive self-concept.
5. Personal and Social Development: acquire and demonstrate self-management and responsible behavior- 12% of the students indicated a need for assistance in this area.
6. Personal and social development: 13% of the respondees indicated a need to identify common personal and interpersonal problems and apply decision-making/prolem-solving skills.
7. Personal and Social Development: 13% of students recognized the need to acquire and demonstrate interpersonal and communication skills.
8. Personal and Social Development: 14% admitted the need to develop respect for and value human diversity.
9. Community Involvement: 14% recognized the need to develop an awareness of community involvement.

### Measurable Objective

Given the opportunity to participate in School-to-Career activities, students will demonstrate a 10% increase in career awareness as evidenced by a pre/post survey using the Florida Schools Counseling and Guidance Student Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct pre/post surveys of students during social sciences or history classes to determine the student's level of career awareness and personal development.	Principal, Assistant Principal, Student Services Department Head, Social Studies and History Teachers	10/2/2007	6/13/2008	Other/ Not Applicable	1500
Develop Professional Monitoring Plan (PMP) consistent with Quality Assurance standards to assist individual students enrolled beyond 21 days, in developing necessary skills for future employment.	Principal, Assistant Principal, Q.A. Administrator, Social Studies Department Chairperson, Social Science and History Teachers	10/1/2007	6/13/2008	Other/ Not Applicable	2000
Provide referrals to adult and outreach programs for re-entry students whose home school reflects 8141 in ISIS files.	Principal, Assistant Principal, Transition Counselor, Social Worker	8/20/2007	6/13/2008	Other/ Not Applicable	1500
Provide an opportunity for students to participate in career related interactions by various employers in the community.	Principal, Assistant Principal, Student Services Department Head, and Career Committee	10/01/2007	6/13/2008	Other/ Not Applicable	1500

### Research-Based Programs

Career Days and Career Fairs according to Efirid and Sherrick (1998) develop student's self-knowledge and knowledge of work and integrate the two meaningfully. Students can begin developing meaningful knowledge about themselves and about work that serves as a basis for personal and professional growth. Dykeman et al (2001) reported that advising interventions are most often adult-controlled and may provide the student with an opportunity for passive or active engagement in planning future goals.

In the article "Reframing Education to Fit Re-entry" Gaseau indicates that the focus of corrections has shifted to the offender's potential for success after release which goes beyond providing a GED. The inmate must also be educated in the skills that will help them to thrive and be successful in society.

A study of offenders in Baltimore, Maryland conducted by Christy Visser indicates that education, vocational skills, job readiness and other programming, including a people support system, need to be connected in some way with the release of those incarcerated in order to provide the greatest benefit. The value of transition services to successful community re-entry was also stated.

### Professional Development

In an effort to improve professional development for the instructional staff to enhance overall delivery of instruction in workforce and career development, the following training is recommended: Reading in the Content area and Writing Across the Curriculum. Teachers will be afforded the opportunity to participate in professional development activities that are provided at district and state levels for workforce and career development.

### Evaluation

Students will demonstrate increased career awareness as evidenced by a pre/post survey using the Florida Schools Counseling and Guidance Student Survey evaluated on a semester basis during the 2007-2008 school year.



**EESAC Compliance**

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

**Budget:**

The EESAC recommended that all available funds be expended in a manner that will help to improve student achievement. The exploration of grant funding and other possible resources for assisting and improving student performance were also recommended for consideration.

**Training:**

The school's Professional Development Plan of placing emphasis in Reading in the Content Area, Differentiated Instruction, and Writing Across the Curriculum inservices for all staff as priorities.

**Instructional Materials:**

The use of state adopted and research based instructional materials as well as those developed by teachers based on years of experience in working with alternative student populations were recommended for use. The need to have differentiated materials due to the vast ranges in abilities in classrooms was also acknowledged.

**Technology:**

The EESAC has supported the school's concern for adequate infrastructure to support the more than 150 computers available for classroom and instructional use. The infrastructure also needs to be sufficient to support the network system and the multiple programs that run through the network for assessment and instructional purposes. These programs include: Successmaker, STAR Reading, STAR Mathematics, READ 180, Learning 100 and the GED program and Brainchild Learning.

**Staffing:**

The EESAC applauds the school for its staff and utilization. The staff allocations for the school are sufficient to provide adequate delivery of instruction. All instructional staff are degreed and all paraprofessional staff have 60 or more hours of college credits in education.

**Student Support Services:**

The EESAC recognizes the commitment, determination and follow-through of the Student Support Services team. Three counselors and one psychologist address the needs of the student population, providing intervention services, academic advisement and occasionally, one-to-one counseling. Treatment team meetings with the facility's contracted mental health providers are attended by the school psychologist. Small group counseling is planned as an implementation strategy for the 2006-2007 term.

**Other Matters of Resource Allocation:**



# School Improvement Plan

## 2007-2008



The EESAC recognizes the physical limitations of the facility. Several teachers float due to the limited classroom space. Two additional classrooms would facilitate better delivery of instruction to students. Additionally, staff members do not have a teacher's lounge or other area for individual work, taking a break or having lunch. The Family and Consumer Sciences classroom is also used to serve this purpose.

### **Benchmarking:**

Overseeing the School Improvement Plan and advising its construction and revision is an essential role of the EESAC. Thus it is recognized that benchmark instruction is key to assisting students who are with us for such a short period of time. Long term or "permanent" students have a more extended time period for monitoring and assessing achievement; however, the exact duration of detention is not known; hence planning and preparation to meet individual needs and following up requires more individualization than standardization.

### **School Safety & Discipline:**

The EESAC recognizes the behavioral tendencies of the student population and supports the collaborative effort between the school and MDRJDC to implement the joint behavior management plan to set forth rewards and consequences for student behavior.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	0
Mathematics	0
Writing	0
Science	7000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Other	6500
<b>Total</b>	<b>13500</b>



# School Improvement Plan 2007-2008



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

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

\_\_\_\_\_

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

*Required Signatures:*

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

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

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

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

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

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

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

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