

SCHOOL IMPROVEMENT PLAN 2007 - 2008

School for Applied Technology (8171)

Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal - Yseult Charles

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In an effort to cultivate a positive school community conducive to promoting high achievement, Miami-Dade County Public Schools and the School for Applied Technology will institute an instructional program with a strong focus on literacy learning for ninth through twelfth grade students. School for Applied Technology is a small, alternative education school-site located on the third floor of a commercial building in the Miami Design District area. The school was founded in 1995 in an effort to address the needs of at-risk students in danger of dropping out. It offers small class sizes and individualized attention. Student enrollment is capped at 150 in order to focus on providing adequate support to our students in need of assistance in the areas of attendance, academics, and other issues. Instructional research-based reading materials with demonstrated success, as well as supplemental materials and literacy intervention strategies, will be employed across all grade levels. A structured curriculum will be delivered through instruction that is driven by data and continuous progress monitoring. A strong emphasis will be placed on analyzing the results of formative, diagnostic, and summative assessments to ensure student progress.

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 58% of students scoring at FCAT Achievement Level 3 or above on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, all grade nine and ten students scoring in the lowest 25% on the 2007 FCAT will make annual learning gains on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Black subgroup will improve their reading skills as evidenced by 58% of the students achieving FCAT level 3 learning on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Hispanic subgroup will improve their reading skills as evidenced by 58% of the students achieving FCAT level 3 learning on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Economically Disadvantaged subgroup will improve their reading skills as evidenced by 58% of the students achieving FCAT level 3 learning on the 2008 FCAT Reading test.

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 using the Sunshine State Standards, students in grades nine and ten will improve their Mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or above on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 50% of grade nine and ten students scoring in the lowest 25% on the 2007 FCAT will make learning gains on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Black subgroup will improve their Mathematics skills as evidenced by 62% of the students achieving FCAT level 3 learning on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Hispanic subgroup will improve their Mathematics skills as evidenced by 62% of the students achieving FCAT level 3 learning on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Economically Disadvantaged subgroup will improve their Mathematics skills as evidenced by 62% of the students achieving FCAT level 3 learning on the 2008 FCAT Mathematics test.

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 level of 1889 or higher.

Given instruction using the Sunshine State Standards, grade ten students will improve writing skills as evidenced by 79% of 10th grade students achieving state mastery on the 2008 FCAT Writing+ test.



School Improvement Plan

2007-2008



Given instruction using Sunshine State Standards, 55% of 11th grade students will attain achievement level 3 on the 2008 FCAT Science test.

50% of the students will have a parent or guardian attend two or more of the parent events.

The number of incidents resulting in indoor or outdoor suspensions, as documented by Student Case Management reports, will decrease by 5% from the previous year.

As evidenced by the computer rotation log/schedule, students will utilize computer programs to supplement classroom instruction for a minimum of 3 hours per week.

50% or more of students enrolled in fitness classes will achieve Gold or Silver level on the FITNESSGRAM test program.

The number of students enrolling in school-based electives and at Adult Education Centers, Florida Virtual School, and the Miami-Dade County Virtual School will increase by 10% in comparison to the 2006-2007 school year.

The School for Applied Technology will improve its ranking on the State of Florida ROI index publication from the 19th percentile in 2005 to the 20th percentile on the next publication of the index.

School for Applied Technology recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, embedded professional development will be delivered by coaches to ensure effective implementation of the professional development activities in classroom instruction. School site administrators, as the instructional leaders of the school, will closely monitor evidence of professional development translating into improved instruction.

The Leadership Team, after analyzing the data from the Organizational Performance Improvement Snapshot assessment results from September 2006, has identified the areas of Strategic Planning and Leadership as the school's priorities for the 2007-2008 school year. The area of Strategic Planning received a score of 3.3 while the statement "As it plans for the future, my work location asks for my ideas" received a score of 3.1. In an effort to provide more collaborative planning with increased staff buy-in, the Leadership Team will solicit ideas and suggestions from the staff on a regular basis. These ideas will be discussed in open meetings with any ideas intended to positively impact student achievement being implemented. The second lowest area score was 3.5 for Leadership. The lowest Leadership statement score was "My work location asks me what I think" receiving a 3.1. This issue will be addressed through increased solicitation of ideas, thoughts, and suggestions from the staff. After these ideas are brought forth, the administration will discuss the implementation of these ideas with the staff at monthly meetings. We will also develop a strategy to improve the staff's response rate to surveys even if the staff thinks the school is not doing as well as it should in some areas.



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.

8171 - SCHOOL FOR APPLIED TECHNOLOGY

VISION

We are committed to empowering our students to become vibrant, independent, life-long learners.

MISSION

We are committed to re-enforcing our students' basic educational foundation, improving students' interpersonal and academic skills, and building strong and secure self-esteem in a safe and nurturing educational environment.

CORE VALUES

For any institution to be successful, all stakeholders must subscribe to clearly expressed values. We emphasize a sound work ethic, assist in the cultivation of self-esteem, encourage civic responsibility, develop parent and community school involvement, insist on respect for all cultures, and improve job preparedness.

School Demographics

School for Applied Technology is a small school in Miami-Dade County that serves at-risk students and provides them with a nurturing environment in which they can achieve their academic and personal goals. The focus is to stop negative trends and self-defeating behaviors that many at-risk students have acquired and contribute to poor academic performance, attitude, and behavior. Using the Miami-Dade County Public Schools' Assistance Profile, students from Regions III, IV, and V are recruited to attend the school, which serves between one hundred forty and one hundred fifty students in grades nine to twelve. Because it is an alternative school of choice, and not a neighborhood school, the students come from a very broad geographic area and a wide range of backgrounds. The current enrollment is 39% male, 61% female and the ethnic breakdown is 53% Hispanic, 44% Black, 2% White, and 1% Other. A high percentage of students come from dysfunctional family backgrounds and are economically disadvantaged; 71% of the students are eligible for free or reduced lunch. Many of the parents of students at the School for Applied Technology are employed in low-level jobs that provide for only the basic needs of the family. Therefore, the school steps in to provide assistance or referrals in the areas of job skills training, language instruction, mental health support, and immigration guidance. The reciprocal nature of the school/family partnership is an integral part of the school profile. The school asks for parental support to improve the attendance and academic achievement of the students. The school staff demographics are as follows: 58% Black, 28% White, and 14% Hispanic. Forty-four percent of the professional staff has a master's degree or higher.

School Foundation

Leadership:

According to our prior year's data from the Organizational Performance Improvement Snapshot assessment, the two weakest areas in the area of leadership are 1c. and 1g.: "My supervisor creates a work environment that helps me do my job" and "My organization asks me what I think." These will be a priority at the school. All staff members will be involved in the decision-making process through faculty meetings, surveys, and common planning time.

District Strategic Planning Alignment:

According to the Organizational Performance Improvement Snapshot assessment from the September 2006 assessment, the weakest area in strategic planning is 2a.: "As it plans for the future, my organization asks for my ideas." The leadership team at the School for Applied Technology will review the School Improvement Plan. The team will subsequently meet with each department to discuss the responsibilities of each teacher in relation to the School Improvement Plan goals. Teachers will provide input and ideas about the effective implementation of the School Improvement Plan.

Stakeholder Engagement:

According to the previous year's data from the Organizational Performance Improvement Snapshot assessment, the weakest area in Customer and Market Focus is 3e.: "I was allowed to make decisions to solve problems for my customers." The leadership team at the School for Applied Technology will meet with the EESAC to address any needs or concerns relative to any of the stakeholder groups.

Faculty & Staff:

According to the previous year's data from the Organizational Performance Improvement Snapshot assessment, the weakest area in the Human Resources Focus is 5b.: "The people I work with cooperate and work as a team." The leadership team at the School for Applied Technology designed the Master Schedule to incorporate one hour per day of common planning time for all staff members. This facilitates a team approach to the implementation of the School Improvement Plan. Additionally, data analysis will take place during departmental meetings.

Data/Information/Knowledge Management:

According to the previous year's data from the Organizational Performance Improvement Snapshot assessment, the weakest area in the Human Resources Focus is 5b.: "The people I work with cooperate and work as a team." The leadership team at the School for Applied Technology designed the Master Schedule to incorporate one hour per day of common planning time for all staff members. This facilitates a team approach to the implementation of the School Improvement Plan. Additionally, data analysis will take place during departmental meetings.

Education Design:

According to the previous year's data from the Organizational Performance Improvement Snapshot assessment, the weakest area in Process Management is 6c.: "We have good processes for doing our work." Staff will regularly review assessment data and make curriculum adjustments through the implementation of the Continuous Improvement Model. Test data will be reviewed with the staff so that they will be regularly informed about their students' progress, the progress of the school, and the progress toward meeting the objectives of the SIP.

Performance Results:

According to the previous year's data from the Organizational Performance Improvement Snapshot assessment, the strongest area was in Measurement, Analysis, and Knowledge Management. Teachers felt they knew how to measure and analyze the quality of their work to see if changes were needed. The weakest area was in Strategic Planning. Teachers felt a need for more and continuous information in the area of strategic planning.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students will increase reading skills.

Needs Assessment

An analysis of the Spring 2007 FCAT Sunshine State Standards Reading results shows that the ninth grade students earned one point less than the state average in Words/Phrases, Comparisons, and Reference/Research with the results in Main Idea/Purpose matching the state average. The results also show that as a group our ninth graders showed a 33 point increase on the Mean Developmental Scale Score for matched students. Our tenth graders showed much less progress with a 19% loss in percentage passing the FCAT Reading. This lack of progress was mirrored by a 58 point decrease in Mean Development Scale Score for our matched students. The two weakest areas shown by the tenth graders were Main Idea/Purpose and Comparisons. All students, including Black, Economically Disadvantaged, and Hispanic students, need additional instruction in all of the content clusters. The analysis also showed that all subgroups would benefit from receiving additional instruction in completing the performance tasks. Additional focus will be placed on raising the performance level of the population's lowest 25% students. This will be done by providing additional reading materials and tracking their performance on mandated tests such as the Florida Oral Reading Fluency Probe and Interim Assessments.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 58% of students scoring at FCAT Achievement Level 3 or above on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, all grade nine and ten students scoring in the lowest 25% on the 2007 FCAT will make annual learning gains on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Black subgroup will improve their reading skills as evidenced by 58% of the students achieving FCAT level 3 learning on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Hispanic subgroup will improve their reading skills as evidenced by 58% of the students achieving FCAT level 3 learning on the 2008 FCAT Reading test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Economically Disadvantaged subgroup will improve their reading skills as evidenced by 58% of the students achieving FCAT level 3 learning on the 2008 FCAT Reading test.

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
Require all teachers to follow the CRRP and the Just Read! Initiative, and to require students to read daily for 30 minutes during school hours and 30 minutes at home.	Principal and Language Arts Department	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Schedule a series of FCAT/Academic "Test Talks" for all students in grades nine and ten, and for those in grades eleven and twelve who have yet to pass FCAT. The focus will be on establishing and monitoring academic goals.	Administration, Counselor	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Offer student incentives to encourage school attendance and participation in Saturday FCAT Academies, complete required reading lists, and show improvement on FCAT Reading performance.	Principal	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Analyze the Florida Oral Reading Fluency Probe test data and utilize to monitor reading progress.	Administration	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Administer the Florida Oral Reading Fluency Probe, and then provide all students with individualized learning strategies. Students at or above grade level will receive individualized enrichment.	Principal, Reading Coach, and Language Arts teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize computer-assisted instruction such as Reading Plus to monitor and increase the reading achievement of all students.	Principal and Language Arts teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide eighteen 3-hour FCAT Saturday Academies throughout the school year to provide additional FCAT preparation.	Principal	9/08/2007	2/23/2008	Academic Enrichment Opportunities	0
Use 2007 FCAT performance data to implement the school-wide reading instructional focus calendar, while utilizing the 8-Step Continuous Improvement Model, and CRISS strategies. All teachers will incorporate the benchmarks and strategies into their daily lessons.	Principal and language Arts teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Administer the PSAT to all ninth and tenth grade students.	Principal, Test Chairperson	10/17/2007	10/18/2007	District-wide Literacy Plan	0
Tutoring will be provided for three hours a week to assist individual students falling within the lowest 25% in the area of reading	Principal	9/17/2007	6/05/2008	Academic Enrichment Opportunities	0
Use district mandated Interim Assessments in reading to determine mastery of the required benchmarks, provide for remediation, and to identify benchmarks requiring additional instruction.	Principal, Reading Coach, and Language Arts/Reading teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Administration, Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide students at or above grade level with enrichment to increase student academic achievement	Administration, Faculty	8/20/2007	6/05/2008	Advanced Academics	0

Research-Based Programs

- McDougal Littell, The Language of Literature
- Reading Plus
- Reading and Writing Sourcebook

Professional Development

Ongoing Reading Plus Training and Support, Professional Learning Communities, Edusoft Data analysis training, Electronic Grade Book Training, 8-Step Continuous Improvement Model review, Test Item Specification Training, CRISS Training, Reciprocal Teaching, and Teaching Toward Cognitive Complexity.

Evaluation

Student results from the 2008 FCAT Reading test, Interim District testing instruments, and results from the Benchmark 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

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<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 skills.

Needs Assessment

An analysis of the data shows that 31% of ninth grade students achieved at or above grade level in mathematics. The total mean points earned by content cluster data show that the ninth graders were weakest in Algebraic Thinking, with an average of 30%, although in the other areas they were also below state averages. The ninth graders did show an increase of 50 points in Mean Developmental Scale Score for matched students. The tenth graders showed the greatest weakness in Measurement with 20% mean points earned, followed closely by Geometry with 21%. The other content clusters were also weak with Number Sense being the strongest at 36%, which was also below the state average of 45%. On a positive note, the tenth graders did show an increase of 84 points on mean DSS for matched students compared to the state growth of 40 points. Only 35% of all tenth grade students tested passed the 2007 FCAT Mathematics and all students need additional instruction in responding to performance task items. All students, especially those in the Black and Economically Disadvantaged subgroups as defined by the Federal No Child Left Behind Act (NCLB), will need improvement in all Mathematics content clusters.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades nine and ten will improve their Mathematics skills as evidenced by 62% of students scoring at FCAT Achievement Level 3 or above on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 50% of grade nine and ten students scoring in the lowest 25% on the 2007 FCAT will make learning gains on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Black subgroup will improve their Mathematics skills as evidenced by 62% of the students achieving FCAT level 3 learning on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Hispanic subgroup will improve their Mathematics skills as evidenced by 62% of the students achieving FCAT level 3 learning on the 2008 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 9th & 10th grade students in the Economically Disadvantaged subgroup will improve their Mathematics skills as evidenced by 62% of the students achieving FCAT level 3 learning on the 2008 FCAT Mathematics test.

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 level of 1889 or higher.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize computer-assisted instruction to increase student mathematics achievement in all areas.	Principal, Mathematics Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide 2007 student performance data in FCAT Mathematics to all instructional and counseling personnel.	Administration, Counselor	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize the school-wide focus calendar specifying the time-line for covering benchmarks in Mathematics with appropriate CRISS strategies. All teachers will incorporate the benchmarks into their daily lessons.	Administration, Mathematics Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Offer eighteen 3-hour FCAT Saturday Academies throughout the school year to provide additional FCAT preparation.	Administration, Mathematics Teachers	9/08/2007	2/23/2008	Academic Enrichment Opportunities	0
Schedule a series of FCAT/Academic "Test Talks" for all students in grades nine and ten, and for those in grades eleven and twelve who have yet to pass FCAT. The focus will be on establishing and monitoring academic goals.	Administration, Counselor	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Monitor implementation through lesson plans, curriculum maps, interim assessments, and district-approved assessments.	Administration, Mathematics Department Chairperson, Mathematics Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Use district mandated interim assessments in Math to determine mastery of required benchmarks, provide for remediation, and to identify benchmarks requiring additional instruction.	Administration, Mathematics Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide all ninth and tenth grade students with instruction in PSAT/SAT Mathematics and test-taking strategies.	Administration, Mathematics Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide all mathematics teachers with professional development activities that include successful research-based mathematical instructional strategies.	Principal, Mathematics Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Schedule all students in grades eleven and twelve retaking the FCAT into a year-long intensive mathematics class focusing on FCAT benchmark preparation.	Administration, Counselor, Mathematics Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Offer student incentives to encourage school attendance and participation in Saturday FCAT Academies and show improvement on FCAT Mathematics performance.	Principal, Mathematics Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide a tutor for three hours a day from Communities in Schools to improve student learning.	Principal and Communities in Schools liaison	9/04/2007	6/05/2008	Academic Enrichment Opportunities	0
Administer the PSAT to all ninth and tenth grade students.	Principal and Test chairperson	10/17/2007	10/18/2007	District-wide Literacy Plan	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Administration	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide students at or above grade level with enrichment to increase student academic achievement.	Administration, Faculty	8/20/2007	6/05/2008	Advanced Academics	0

Research-Based Programs

Prentice-Hall State Adopted Textbooks (Pre-Algebra, Algebra 1, Algebra 2, and Pre-Calculus); McDougal-Littell State Adopted Textbooks (Geometry and Geometry-Concepts and Skills);Carnegie Learning Cognitive Tutor (Algebra I, Geometry, Algebra II, and Integrated Math)

Professional Development

EduSoft Data Analysis, Refresher training in the Continuous Improvement Model (CIM), Cognitive Tutor Training

Evaluation

Feedback from District visitations will be used to monitor the implementation of the SIP, District Mathematics Interim Assessments, benchmark assessments, and the results from the 2008 FCAT Mathematics test.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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Writing Statement

All students will improve their writing skills.

Needs Assessment

According to the analysis of the 2007 FCAT Writing test results, 78% of the tenth grade students scored at level 3.5 or greater with one individual receiving a score of 2.5 and one receiving a 1.0 and 15% of our students earning a 3.0. The tenth grade students will receive continued instruction in writing skills with the objective of moving all writing scores to a score above 4.0.

NCLB Subgroup Target

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Measurable Objective

Given instruction using the Sunshine State Standards, grade ten students will improve writing skills as evidenced by 79% of 10th grade students achieving state mastery on the 2008 FCAT Writing+ test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize a school-wide writing instructional focus calendar which includes weekly targeted writing skills.	Administration, Language Arts teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize a school-wide focus calendar specifying the time-line for writing activities. All teachers will incorporate FCAT-style prompts into class activities.	Administration, Language Arts teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Use FCAT Writing test data to increase enrollment in Honors Level Language Arts classes.	Principal, Test Chairperson, Counselor	8/20/2007	6/05/2008	Advanced Academics	0
Schedule eighteen 3-hour FCAT Saturday Academies throughout the school year to provide additional FCAT preparation assistance, including FCAT Writing and scoring processes.	Principal	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Provide student test data from the 2007 FCAT Writing+ test to all instructional and counseling personnel.	Principal, Test Chairperson	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement intensive review sessions for tenth graders one week prior to the FCAT Writing+ Test.	Principal and Language Arts teachers	2/04/2008	2/08/2008	District-wide Literacy Plan	0
Implement district-mandated pre- and post-test Writing Assessments and use resulting data to design appropriate instructional activities.	Principal and Language Arts teachers	9/05/2007	9/07/2007	District-wide Literacy Plan	0
Increase student achievement on the Writing+ portion of the test by focusing on grammar and composition in Language Arts classes.	Administration, Language Arts Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Administration, Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Resources:

- Readers' Handbook
- McDougal Littell Writers' Inc.
- Reading and Writing Sourcebook

Professional Development

District/Region Center Language Arts support workshops

Evaluation

Student results from the 2008 FCAT Writing+ test and the 2008 AYP report as well as results from our school-wide "mock" test and feedback from District Visitations.

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
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Science Statement

All students will increase science skill.

Needs Assessment

An analysis of the 2007 FCAT Science test results indicate that the area in which the students showed the greatest weakness was Physical/Chemical Science with an average of 3 out of 13 possible points. The other areas showed performance below the state averages and an overall drop of 3 points from the previous year. While only 7% of our students met high standards with a score of Level 3, we had 38% score a Level 2. This data indicates that even though we have 55% in Level 1, we are moving more of our students out of Level 1 up into Levels 2 and 3. Given what the data shows us, the eleventh grade Science course will focus on the Physical/Chemical content cluster, while addressing all of the content clusters, for the 2007-2008 school year.

Measurable Objective

Given instruction using Sunshine State Standards, 55% of 11th grade students will attain achievement level 3 on the 2008 FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate weekly instruction in FCAT Science benchmarks in all subject areas as indicated by the Curriculum Calendar.	Administrataion, Science Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement the school-wide focus calendar specifying the time-line for covering benchmarks in Science. All teachers, whenever possible, will incorporate the benchmarks into their daily lessons.	Administration, Science Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize curriculum maps for science classes in all grades.	Principal, Science Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Schedule all grade nine and ten students into either Earth Space Science or Biology classes.	Principal, Counselor	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide instruction within science classes following the MDCPS Comprehensive Science Plan.	Principal, Science Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Arrange for appropriate field experiences, including service-learning projects, in support of curricular objectives.	Administration, Science Teacher, Activities Director	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Schedule the re-teaching of science skills for students needing additional assistance based on teacher observation and/or benchmark performance results.	Principal, Science Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Continue the use of hands-on laboratory activities using inquiry-based thinking skills for all science classes.	Principal, Science Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize computer-assisted instruction to increase student achievement in science for all students.	Principal, Science Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Continue the NASA-SEMMA program that engages students in hands on research and advanced studies in science.	Principal, Science Teacher	8/20/2007	6/05/2008	Advanced Academics	0
Integrate content from Integrated Science into the Earth Space Science and Biology courses.	Administration, Science Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Schedule eighteen 3-hour FCAT Saturday Academies to be held throughout the school year to provide additional FCAT preparation.	Administration	9/08/2007	2/23/2008	Academic Enrichment Opportunities	0
Schedule students to take the on-line 2007 FCAT Science sample test.	Principal, Science Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Monitor plan implementation through the examination of lesson plans, benchmark assessments, and the District approved assessments.	Administration, Science Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Utilize SECME (in Physical Science) to reinforce the Sunshine State Standards and National Standards.	Principal and Science Teacher	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Offer students incentive to encourage school attendance and participation in Saturday FCAT Academies and show improvement on FCAT Science performance.	Administration, Science Teacher	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Encourage participation in Physical Science competitions sponsored by Fairchild Tropical Gardens and SECME.	Principal and Science Teacher	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Continue the Science National Honor Society club activities which promote advanced academics.	Principal, Science Teacher	9/05/2007	6/05/2008	Academic Enrichment Opportunities	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Administration, Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide students at or above grade level with enrichment to increase student academic achievement.	Administration, Faculty	8/20/2007	6/05/2008	Advanced Academics	0

Research-Based Programs



School Improvement Plan 2007-2008



It's About Time, Earth Science, Physics, Chemistry for the 21st Century, BSCS Biology, Active Chemistry, Active Physics and Riverdeep's Logal Science Program, Buckle Down Florida Science

Professional Development

Edusoft data analysis training and Department of Mathematics and Science Education FCAT Strategy Workshops

Evaluation

Student results from the 2008 FCAT Science test, Interim District testing instruments, results from the Benchmark Assessments, and feedback from District Visitations to monitor implementation of the SIP.

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

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"/>

Parental Involvement Statement

Increase parental involvement.

Needs Assessment

Currently, while there is tremendous parental support for our school and our program, it is on an informal basis. For example, the parents of all students absent on a given day are contacted and attendance patterns are discussed. This school year we will analyze the data from the school visitors' log, Open House attendance rosters, EESAC and PTA meeting rosters, and phone call records as we improve our processes to involve the parents in our decision making.

In addition, the school has a need to provide written communication to parents in the native language of the child. Currently, only a few documents, such as those that pertain to the schedule of the State Test, are available in three languages from the District. All local memos and informational notices, however, should be translated into Spanish and Haitian Creole as well. The school does not have the resources currently available to do this and has requested support from the District in this area since it is a clearly defined need of this school.

Measurable Objective

50% of the students will have a parent or guardian attend two or more of the parent events.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Host at least four Parent Information Sessions, which will provide information about such topics as school and district resources, state testing, graduation requirements, college entrance information, and scholarship opportunities.	Principal, Career Specialist	8/20/2007	6/05/2008	Parental Choice Options	0
Pursue parents' support in the form of chaperoning student activities outside of the school.	Principal, Activities Director	8/20/2007	6/05/2008	Parental Choice Options	0
Interest parents in participating as presenters at the school's Annual Career Fair.	Principal, Career Specialist	8/20/2007	6/05/2008	Parental Choice Options	0
As a part of the orientation process, meet with parents before a student is entered into the school.	Administration, Counselor, Registrar	8/20/2007	6/05/2008	Parental Choice Options	0
Show parents the need to review the Parent/Student Handbook with their child.	Principal, Counselor	8/20/2007	6/05/2008	Parental Choice Options	0
Involve parents in the conferences with the Teacher, Counselor and/or Principal in the event of poor attendance or inappropriate behavior. Based on the outcome of the conference, parents and students may be referred to community-based agencies.	Administration, Student Services	8/20/2007	6/05/2008	Parental Choice Options	0
Increase parental and student participation in PTSA.	Administration	8/20/2007	6/05/2008	Parental Choice Options	0
Encourage parent participation in EESAC by recruiting parents at Open House and at all parental conference meetings.	Principal, EESAC members	8/20/2007	6/05/2008	Parental Choice Options	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Administration, Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

National PTA Standards for Parent and Family Involvement, Miami-Dade County Public School's Bureau of Community Service

Professional Development

Training will be offered to the parents of our students through the Parent Academy.

Evaluation

All logs will document parental participation.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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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

Ensure a safe and conducive environment for learning.

Needs Assessment

As a student progresses through the public schools, it is reasonable to assume that an increase in age and maturity implies a greater responsibility for their actions. To help provide and maintain a conducive and safe environment, we encourage a positive environment, discourage disruptive behavior, and standardize those procedures used by the school to respond to conduct problems. The school also assures the rights of students when disciplinary action is taken and specifies the rights and responsibilities of students.

Measurable Objective

The number of incidents resulting in indoor or outdoor suspensions, as documented by Student Case Management reports, will decrease by 5% from the previous year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use student disciplinary records to monitor the number of suspensions and violations of the Code of Student Conduct.	Administration	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Ensure all students, teachers, parents, and school administrators are fully aware of the grounds for disciplinary actions and the procedures to be followed for any violation of the Student Code of Conduct.	Administration, Faculty	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Distribute relevant and objective information regarding comprehensive student services programs available to students.	Administration, Student Services	8/20/2007	6/05/2008	Student Wellness	0
Enforce compulsory school attendance laws.	Administration, Faculty, and Staff	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Ensure that students are prepared and responsible for self-expression in a democratic society and allow all students to express their opinions, take stands, and to support causes publicly or privately.	Administration, Faculty, and Staff	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Provide an opportunity for students to participate in student government and take part in those decisions that affect the learning climate of the school.	Administration, Faculty, Students	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Provide students with mechanisms for the expression and resolution of formal complaints.	Administration, Faculty	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Hold students accountable for their actions regarding respect for other persons and their property.	Administration, Faculty	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Administration, Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Tools for Success

Professional Development

Melissa Institute, Regional Center IV, and District sponsored training.

Evaluation

Student records will be examined to determine the number of suspensions and violations of the Code of Student Conduct.

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

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

Technology Statement

Increase the use of technology in the classroom.

Needs Assessment

An analysis of data generated by the STAR Survey and the Florida Computes Survey indicates that our school needs to implement additional training in the use of classroom based technology to ensure usage of available technology.

Measurable Objective

As evidenced by the computer rotation log/schedule, students will utilize computer programs to supplement classroom instruction for a minimum of 3 hours per week.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the grade book capabilities for interim progress reports, final grade reporting, and parental notification.	Administration, Faculty	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Implement Atomic Learning as an educational tool for academic progress and performance.	Principal, Faculty, E-Mentors	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Maximize the technological resources available from the district for the instructional program.	Administration	8/20/2007	6/05/2008	Continuous Improvement Model	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Administration, Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

-Reading Plus, Cognitive Tutor, Riverdeep, Edusoft, and NovaNet

Professional Development

Training for use of Cognitive Tutor, Riverdeep, Edusoft, NovaNet, Atomic Learning, and Electronic Gradebook.

Evaluation

Classroom rotation schedules will be used to determine time spent on computer-assisted instruction.

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

Health & Physical Fitness Statement

Students enrolled in personal fitness classes will make gains in their level of personal fitness.

Needs Assessment

Given the nation-wide trend of increasing obesity in the youth of our nation, we need to increase the activity and fitness level of our students. In the past, students at this school have not had the opportunity to be diagnosed by a researched-based instrument to determine if they are improving or reaching optimal fitness levels.

Measurable Objective

50% or more of students enrolled in fitness classes will achieve Gold or Silver level on the FITNESSGRAM test program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the FITNESSGRAM program.	Administration, Physical Education Teacher	8/20/2007	6/05/2008	Student Wellness	0
Ensure that an appropriate amount of instructional time is dedicated to fitness activities during fitness class.	Administration, Personal Fitness Teacher	8/20/2007	6/05/2008	Student Wellness	0
Provide teacher with tools that will assist with selecting the appropriate activities related to the assessment component and monitor these activities.	Administration	8/20/2007	6/05/2008	Student Wellness	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Administration, Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Presidential Council on Physical Fitness

Professional Development

- FITNESSGRAM software training, Continuous Improvement Model Training
- District-provided instruction for Physical Education teachers

Evaluation

The School for Applied Technology will administer the FITNESSGRAM evaluation in a pre-test and post-test format and compare the results to district averages.

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
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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

Ensure that all students have the opportunity to register for electives required for graduation, depending on student status.

Needs Assessment

Due to the physical size limitations and capped enrollment of 150, the school's focus is on academic electives. These same limitations limit the size of the faculty and therefore the available non-academic electives. Additionally, the need to prepare our students to pass the FCAT limits the number of non-academic electives the school can offer.

Measurable Objective

The number of students enrolling in school-based electives and at Adult Education Centers, Florida Virtual School, and the Miami-Dade County Virtual School will increase by 10% in comparison to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Require that all students make a plan for elective enrollment based on their career goals.	Principal, Counselor, Career Specialist	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Increase student participation in career oriented contests such as art contests and DCT competitions.	Principal, Career Specialist, Electives Teachers,	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Encourage students to complete all courses required for college admission.	Administration, Faculty	8/20/2007	6/05/2008	Advanced Academics	0
Increase the number of students enrolled in Virtual School elective courses.	Administration, Student Services	8/20/2007	6/05/2008	Advanced Academics	0
Schedule curriculum support field trips for Fine Arts and other elective courses.	Principal, Career Specialist, Elective Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Administration, Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

District developed career counseling and master schedule inservice classes

Evaluation

Student ISIS Records will show the number of elective classes taken by students during the 2007-2008 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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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

To increase the ranking of Return on Investment in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, the School for Applied Technology achieved 1% of the highest ROI value.

Measurable Objective

The School for Applied Technology will improve its ranking on the State of Florida ROI index publication from the 19th percentile in 2005 to the 20th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Include more community members on the EESAC.	Administration	8/20/2007	6/05/2008	Improve Public Perception	0
Recruit more Dade Partners.	Administration, Career Specialist	8/20/2007	6/05/2008	Improve Public Perception	0
Pursue additional funding through grants.	Administration, Faculty	8/20/2007	6/05/2008	Improve Public Perception	0
Seek and utilize resources available from institutes of higher learning.	Administration, Student Services	8/20/2007	6/05/2008	Improve Public Perception	0
Collaborate with our Dade Partner and Communities In Schools to leverage more community resources into the school.	Administration, Career Specialist	8/20/2007	6/05/2008	Improve Public Perception	0
Examine the school's budget on a regular basis to improve the budget decision-making process.	Administration, EESAC	8/20/2007	6/05/2008	Business Process Redesign	0
Utilize resources made available by the Education Fund.	Administration, Faculty	8/20/2007	6/05/2008	Improve Public Perception	0
Respond to and implement recommendations provided by the District Site Visitation Team.	Administration, Faculty	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

Florida Department of Education Return on Investment indicators.

Professional Development

The staff will receive presentations and training from school, district, and community trainers in the areas of Communities in Schools programs, grant writing skills, grant opportunities, parental involvement, budget training for the Leadership Team, office procedure training for support staff, and other training opportunities

Evaluation

By comparing the results of the 2005 and the 2006 State of Florida ROI index publications, the School for Applied Technology will show progress toward reaching the 2nd percentile.

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 Budget for the 2007-2008 school year will be reviewed and approved by consensus of the ESSAC Committee members at the monthly meetings.

Training:

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

Instructional Materials:

ESSAC Committee members will be given opportunities to review instructional materials that will support the School Improvement Plan. ESSAC Committee members will provide input in the decision making process about utilizing appropriate materials.

Technology:

The ESSAC Committee members will be afforded an opportunity to review computer programs that will support the School Improvement Plan. ESSAC Committee members will provide input in the decision making process about utilizing appropriate programs.

Staffing:

The EESAC committee discusses staffing needs for the school and communicates this to the Principal.

Student Support Services:

The EESAC Committee will serve as a liaison between parents and support services staff, including the Career Specialist and Guidance Counselor, when coordinating activities such as Career Day.

Other Matters of Resource Allocation:

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

Benchmarking:

The EESAC Committee members will be given copies of the State Benchmarks in the areas of Reading, Writing, Mathematics, and Science. This will ensure familiarity with these documents as they pertain to the School Improvement Plan.

School Safety & Discipline:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	0



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