Florida Department of Education
DIVISION of PUBLIC SCHOOLS
"We're all about Increased Student Achievement!"

BUREAU OF SCHOOL IMPROVEMENT

2005 – 2006

SCHOOL IMPROVEMENT PLAN

School Name:	Corporate Academy South
District Name:	Dade
Principal:	Israel Katz
SAC Chair:	Jeff Kaplan
Superintendent:	Rudolph F. Crew, Ed.D.
Date of School Board Approval:	Pending School Board Approval

John Winn, Commissioner of Education
Florida Board of Education
Office of the Secretary
325 West Gaines Street
Tallahassee, Florida 32399-1950

K-12 Chancellor
Florida Department of Education
Tallahassee, Florida
32399-0300

SCHOOL PROGRAMS

None

SCHOOL PERFORMANCE

School Performance Scale	NCLB AYP Reports		
2005 2004 2003 2002 2001 2000 1999	AYP Status 2005	AYP Status 2004	AYP Status 2003
2005	2005	2004	N/A

SAC COMPLIANCE

☐ Yes ☐ No   The majority of the Board of Directors/SAC 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.

Measures Being Taken to Comply with SAC Requirement

VISION/MISSION/BELIEF STATEMENTS

Vision
Corporate Academy South is an alternative school of choice for students who, for various reasons, have been unsuccessful in the traditional high school setting. Our students represent every major ethnic group and every economic level. Students who live south of Kendall Drive are geographically eligible candidates for our school. The vision of Corporate Academy South, in partnership with Communities in Schools of Miami, is to help young people successfully learn, stay in school, and prepare for life. Our goal is to provide a stimulating and nurturing environment that empowers students to recognize, choose, and pursue opportunities for future success.

Mission
Corporate Academy South's mission statement emphasizes its goal of educating at-risk students to improve their chances of graduating. Students receive the advantage of positive reinforcement, social and emotional support, a comprehensive curriculum, tutorial services, a mentor program, career speakers and academic recognition. In order to fortify Corporate Academy South students for achievement in the diverse community in which they will live, all stakeholders, including the faculty, staff, parents, and community members are committed to developing the skills necessary for our students to become productive, responsible, and self- sufficient citizens. Additionally, we will identify the specific subgroups as mandated by the "No Child Left Behind Act" and ensure that we reach the appropriate percentages needed to show adequate yearly progress.

SCHOOL PROFILE DEMOGRAPHICS

Students come to Corporate Academy South, a small alternative education high school that accommodates up to ninety students who live south of Kendall Drive with poor self concepts driven by lack of academic achievement in school as well as overwhelming personal obstacles to overcome. Deficient organizational and study skills contribute to their feelings of inadequacy. Our students often feel singled out and ostracized. To acknowledge that they are depressed and lacking in motivation is an understatement. The challenge is to keep them alert and engaged in school, readying them to meet their personal challenges as they face their own graduation. Although teaching in alternative education is one of the most rewarding experiences an educator might have, it can also be one of the most challenging. Teachers enjoy a smaller teacher to student ratio, but are faced with seemingly overwhelming odds every day. Teachers willingly have more class preparations than teachers in a traditional school. Our student population is 14% White, 53% Black, and 33 % Hispanic. 64 % of our students are eligible for free or reduced breakfast and lunch. With one opening, our staff demographics are: 55% White; 20% Black and 25% Hispanic. The School Advisory Council (SAC) and staff have developed the School Improvement Plan (SIP) objectives in order to address the most critical needs of the school.

SCHOOL DATA SUMMARY

		% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	Percent Tested	Minority Rate	% Free and Reduced Lunch
Year	Grade									
2003		0	0	0	0	0	0	0	0	0

School Accountability Report

QUALITY STAFF
Highly Qualified Administrators

Israel Katz, Principal

Mr. Katz has a Bachelor's Degree from the University of Miami and a Master's Degree from Nova Southeastern University. During his 18-year tenure, Israel Katz has worked as a science teacher, department head of the Drop-Out Prevention Program, Assistant Union Steward, and Administrative Assistant, and Assistant Principal at both middle and senior high schools. This year marks his first year as Principal at Corporate Academy South. Prior to joining the administrative team at Corporate Academy South, he served as an Assistant Principal in Citrus Grove Middle and Miami Jackson Senior High for eleven years where he accomplished the following endeavors: increased attendance, won Assistant Principal of the year, and improved test scores, as well as to improve discipline. While at Citrus Grove Middle School, he collaborated with staff and increased the school's FCAT scores by 47 points, improving the school's grade from a "D" to a "C". Overall, Mr. Katz has been an accomplished administrator who is committed to improve student achievement.

Oran Grant, Assistant Principal

Mr. Grant has a Bachelor's Degree from Nova University, a Master's Degree from the University of Miami and is working toward a Specialist Degree at Nova University. Mr. Grant has been serving Miami Dade County Public Schools for the past 23 years. During this time, he has taught mathematics and science. He served as a Mathematics Department Chairperson, School Budget Committee member and Vice Chairperson of the South Miami Middle School Leadership Committee. For twelve years, Mr. Grant worked as the Title I District Mathematics Coordinator and District Mathematics Supervisor. In November 2004, Mr. Grant joined Corporate Academy South as Assistant Principal. Mr. Grant implemented and coordinated the first annual mathematics jeopardy competition for middle schools and a mathematics bowl for elementary schools.

SCHOOL MATCH
Corporate Academy South will conduct collaborative planning activities with the Academy for Community Education. Both schools are comprised of students with similar profiles and demographics. Shared professional development activities will address the implementation of the Florida Continuous Improvement Process model with special emphasis placed on "Best Practices" utilized to implement data driven instruction, instructional focus calendars, curriculum mapping, interim student assessments, monitoring of student progress, and the implementation of enrichment activities and tutorial functions.

ADDITIONAL REQUIREMENTS
Teacher Mentoring

Corporate Academy South adheres to the policies and procedures set forth by the District's PACES manual. At the onset of the school year, beginning teachers are identified and scheduled to participate in a four-day district orientation regarding Miami-Dade County Public Schools' policies and procedures. At the school-site, new teachers are greeted by the administrative team and a mentor in order to familiarize them with school site guidelines and procedures. In addition, annual contract teachers are provided with a Professional Growth Team (PGT) to further assist with procedural guidelines and best instructional practices. The school's Lead Teacher identified the low-performing teachers by analysis of student performance data provided by the state. She then provides mentoring to all those teachers by focusing

on how to disaggregate data and develop and organize instructional practices. Ms. Miquel mentor's partner is Ms. Miller. Ms.Miller was chosen as her mentor because of her experience as an educator and her knowledge of classroom management.

CRP Professional Development #3: The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

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

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement.

Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

School Wide Improvement Model
The school will be implementing the Florida Continuous Improvement Model. The school uses the students' FCAT test scores and additional academic data sources to identify instructional groups and weak and strong objective areas. Teachers develop a campus time line that encompasses all objective areas and time allocations based on the needs of the student groups. Using the time line, teachers deliver the instructional focus lessons. After the instructional focus lessons have been taught, we administer assessments to identify mastery and nonmastery students. Tutorials are provided to reteach nonmastered target areas along with enrichment opportunities for mastery students. Materials are also provided for ongoing maintenance and reteaching. The principal and assistant principals assume the role of instructional leaders and continuously monitor the teaching and learning process. The model is based on Best Practices, provides for continuous monitoring of performance, addresses the

achievement gap between all sub groups, and supports data-driven decision making and differentiated instruction.

School Advisory Council

The School Advisory Council (SAC) is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42 (16) and 1008.345, F. S. (school improvement).

Activities and duties of SAC members:

As required by School Board rule 6Gxi 3- 1 B-i . teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and education support employees elect education support employee representatives. The principal and the designated United Teachers of Dade steward are required members. The principal appoints business/community representatives. The SAC membership must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by The School Board of Miami-Dade County to ensure compliance.

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

The SAC assists in the preparation and evaluation of the school improvement plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress. The SAC will make recommendations to the principal on the expenditure of $5000.00 that is available for school's annual budget. The recommendation will focus on educational material for our level 1 and 2 students.

Communication with Parents

Corporate Academy South is committed to promoting shared responsibility between the parents and the educators to achieve high student performance. Parents are encouraged to visit the school and to participate in the school's volunteer program. They are also invited to become active members of the Parent Teacher Student Association (PTSA) and the School Advisory Council (SAC) where they take on a more proactive role towards working collaboratively with the school. State and District mandated communication regarding School Choice Options were sent home in May, June and August of this year in three different languages.

Extended Learning Opportunities

Corporate Academy South students scoring at FCAT Level 1 in reading or mathematics are pulled out during their elective period to receive tutoring based on a specific FCAT strand or cluster identified as a student's weak area. Corporate Academy South provides before and after school tutoring.

Summer Program:

Summer school courses in language arts, mathematics, science, and reading are offered by the District to students needing one or two of these courses in order to be promoted to the next grade level.

CRP #8:

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' AIP or IEP. The AIP or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

b. Mentoring programs

Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 500 Role Models of Excellence, One Child at a Time, and Take Stock in Children. Corporate Academy South will participate in a mentoring program
sponsored by the Community in Schools organization. The program provides funding for two
part-time hourly tutors to provide remedial reading and mathematics instruction, twenty hours
a week effective August 2005 to the end of the school year. The program is funded for a
five year period, ending May 2010.

c. Summer camps for low performing readers

Summer Camps for low performing students in grade 9 will include instruction in the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The curriculum will include informational text from the newspaper, and internet. A novel will be used at each grade level and curriculum guidelines for instruction will be written by the District. Reciprocal Teaching will be utilized along with several graphic organizers to enhance vocabulary and comprehension. (i.e., concept maps, anticipation guides, story maps, timelines, two-column notes, etc.). Cooperative learning activities, vocabulary enrichment, Readers Theater, and a variety of reading styles will be included in daily lesson planning. Differentiated instruction is included in the structured day, incorporating the use of a teacher-led intervention and independent student centers that support whole group learning. Centers include; technology, independent reading, writing, and intervention. Corporate Academy South will provide FCAT enhancement
data driven instruction in reading and mathematics for Level 1 and Level 2 students during the
summer session. Using differentiated learning strategies, teachers will utilized best practices
to strengthen student skills in deficient skill areas. Student progress will be measured via
district wide and teacher made pre and post tests.

Pre-School Transition

Adequate Progress Statement
CRP #1(c, d, g, l):
The District contact will monitor principals and schools to determine how well they are meeting the requirements of the K-12 Comprehensive Research-Based Reading Plan. This will be achieved by on-going progress monitoring results. Explain what data will be collected and how, including frequency of review.

The District contact will utilize the Schoolwide Instructional Review (SIR) form-Elementary (Appendix 1) and Secondary (Appendix 2) for monitoring principals and schools in the implementation of the K - 12 CRRP. These reviews will be conducted as follows: Zone and STELLAR schools (see Glossary for information) - quarterly, all other schools once per semester.

The SIR form focuses on examining the schoolwide implementation of the K-12 CRRP targeting the following areas:

• Data Analysis
• Literacy Block (Elementary only)
• Intensive Reading Block (Secondary only)
• Intensive Reading Plus Block (Secondary only)
• Extended Learning Services
• Academic Improvement Plans (AIPs)
• Third Grade (Elementary only)

If problems are perceived from assessment data, the District contact will communicate concerns to the District level administrator who will communicate concerns to the school level administrator. Provide an organizational chart that shows the reporting and communication hierarchy from District contact to the classroom teacher.

The Reporting and Communication Hierarchy (Appendix 3) graphic illustrates, beginning with the classroom teacher, the stakeholders in place to support the classroom teacher in resolving any problems perceived from classroom assessment data.

Describe the District's process for facilitating improvement plans for schools that are not making academic improvements as determined by fidelity checks and student performance data.

Based upon the feedback provided by on the Schoolwide Instructional Review (Elementary or Secondary) recorded in the Improvement Plan and School Response sections, the District will support schools through the provision of professional development, site-based support or other identified needs.

GOALS

Goal:	Reading
Goal Statement:	Students at Corporate Academy South will continue improving reading skills as measured by student learning gains on the FCAT administration until, in 2013,100 percent of the students meet or exceed state literacy requirements.

Needs Assessment District and state statistical data confirm that 80% of ninth graders and 89% of tenth grade students at Corporate Academy South scored at or below level 3 on the 2005 FCAT administration. An examination of district data indicates that Developmental Scale Scores increased for ninth grade students and decreased for tenth grade students on the 2005 FCAT when compared to similar scores on the 2004 FCAT Administration. By providing FCAT enhancement instruction in targeted reading skill areas Developmental Scale Scores will increase, impacting the number of students scoring at or above Achievement Level 3 on the 2006 FCAT examination. A progressive increase of 5% or higher in the number of students scoring at or above Achievement Level 3 on subsequent FCAT administrations will be attained at Corporate Academy South as evidenced by student achievement scores on FCAT examinations administered from March 2006 to March 2010. By 2010, 80% or more of the students will be proficient readers as defined by state standards.

Objective Given reading instruction in the Sunshine State Standards and Competency Based Curriculum, 44% of ninth grade and tenth grade students at Corporate Academy South will meet or exceed state proficiency standards in reading (Level 3 or higher) as evidenced by student performance on the 2006 FCAT Reading administration.

Strategies

1. Students who have scored Achievement Level 1 or 2, but have not been identified as having decoding deficiencies, will be enrolled in Intensive Reading.

2. Students identified as being deficient in decoding skills will be enrolled in Intensive Reading Plus. In addition to FCAT scores, the Gates MacGinitie Reading Test and San Diego Quick Assessment were used to assess students for placement. The intent of the intensive reading class is to assist the students to overcome their deficits and close the achievement gap.

3. Provide target driven data instruction in Intensive Reading classes by utilizing the Florida Continuous Improvement Model process.

4. Analyze student assessment data and provide supplementary reading instruction to all students through paraprofessional support staff and tutorial reading activities.

5. Provide parents with strategies to support reading achievement through printed information.

6. Enable students to access on-line FCAT enhancement programs such as FCAT Explorer, via the internet.

7. Require teachers to utilize CRISS strategies and Reciprocal Teaching strategies in Intensive Reading classes.

8. Provide special incentives for students who demonstrate continuous progress in identified skill areas.

9. Implement the instructional focus calendar to align specific benchmarks during the 30 minute reading during homeroom.

10. Implement Read 180 program for all level 1 and level 2 students.

Evaluation

The Gates MacGinite Reading Test will be administered to Level 1 and 2 students, as a diagnostic pre-test in August 2005. The same instrument will be used to test Level 1 and 2 students in February 2006. Results will reflect a net increase in student reading scores from August 2005 to February 2006. All students will be administered District wide Quarterly Assessment tests in October 2005 and January 2006. Results will show a net increase in student scores from October 2005 to January 2006.

Research-based Programs

Reading and Writing SOURCE Book-Houghton-Mifflin Company, Great Source Reading Advantage, FCAT Explorer, Quick Read Pearson Learning Group, and Scholastic Classroom Libraries Laura Robb.

CRP #1:
A high-quality reading program must include instructional materials that incorporate the five essential elements of reading instruction. The materials must be research-based and should address the specific reading deficiencies of students based on assessment results.
a. Supplemental reading programs (SRP)
Schools will utilize one of the three following SRPs in their Intensive Reading classes:
Read XL (state-adopted) – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each Read XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction.
Reading and Writing Sourcebook (state-adopted) – is an interactive text with a high interest authentic literature combined with focused reading and writing instruction activities. Explicit reading and writing instruction assists students in developing higher order thinking skills. The text supports instruction in vocabulary, comprehension, and writing. In addition to the use of one of the state-adopted SPRs, schools may use Soar to Success.

SOAR to Success – is a reading intervention for students in grades 3-8 who are reading below grade level. It is used in addition to the SRP. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply comprehension and decoding strategies they have learned to other content area texts. The ultimate goal of SOAR to Success is to increase students' understanding of what hey have read through reciprocal teaching.

Schools will utilize one of the two following for SRPs for Intensive Reading Plus classes:

Read 180 – is a comprehensive reading intervention program for struggling readers in grades 4 – 12. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills. Strengths of this program include: 1) research-based comprehension instructional techniques are used, 2) repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided, and 3) scaffolding is consistently provided throughout the provided.

Academy of Reading is a reading intervention software tool designed to complement an existing reading curriculum for students in K-12 and adults. It is an intervention program for those who are behind in their basic reading skills as well as for learners who need to develop and improve reading acquisition skills. The program focuses on phonemic awareness, phonics, and reading comprehension.

b. Intervention materials for struggling readers

Differentiated Instruction/Intervention – In order for a student to achieve the maximum benefit, intervention should be chosen based upon the student's need(s) as determined by assessment.

Classroom Libraries with Structured Monitoring – the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

Project CrISS – is based on the philosophy that comprehension and learning can be improved when students build on prior knowledge and are actively involved in the learning process through organizing information, discussing, and writing (Santa, 2004). Utilizing the CrISS philosophies and principles in reading classes as well as content area classes provides teachers and students with the opportunity to apply concepts taught and learned.

c. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor.

Learning 100 System is a completely integrated instructional and management system that diagnoses, instructs, and provides a practice and reinforcement of reading and language competencies. Since Learning 100 System was written specifically for the older learner, it is unique in its ability to motivate and instruct any learner population demonstrating a variety of individual characteristics. Learning 100 System can be used with all learners, regardless

of the particular learning style each possesses.
FCAT Explorer is a practice program developed to help students master the tested benchmarks.

d. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivated materials should not limit student access to text.
Accelerated Reader Program is used to engage students in the reading process. Students read books at their independent level and increase to more difficult texts as they progress through the program. Although students are initially reading to earn points for prizes, they eventually, with the teachers help, develop an intrinsic desire to read for information and enjoyment.
Leveled Classroom libraries will be available in classrooms in order for students to self select books of interest. Teachers will guide students in selecting books at the student's independent reading level.
Books on Tape are used in reading classes to provide students with opportunities to engage in the reading process by listening to recordings of books. While listening to the recordings, students will be able to follow the text being read and learn internalize the process of good reading.
Appendix 22: Assessment/Curriculum Decision Tree for Grades 9-12

Professional Development

1. Interpretation and implementation of the Continuous Improvement Model with special emphasis on the application of data driven instruction, the preparation of an instructional focus calendar and curriculum mapping. (August 2005)

2. Implementing differentiated reading strategies in content area classes. (establishing ability groups according to reading deficiencies). (September 2005)

3. Analyzing the use of Edusoft Program to align the reading benchmarks. (October 2005)

4. Utilizing CRISS strategies and Reciprocal Teaching strategies in the delivery of instruction. (November 2005 to May 2006)

5. Preparing and completing Academic Improvement Plans (AIP's) (October 2005).

CRP Leadership #6:
a. Describe how the coaches' role will be explained to school level administrators. The Academy for Community Education has no assigned Reading Coach to its school site.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties

that may not be assigned to the Reading Coach. Principals will sign for receipt of this information.

b. Describe how the coaches' role will be explained to the teachers at the school level.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

• Deepen their content knowledge
• Become aware of new professional development resources and materials
• Collaborate with mentor teachers and other coaches
• Objectively reflect on their own coaching work
• Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

• Examination and discussion of scientifically-based research in reading;
• Delivery and scaffolding of instruction in the five major reading components;
• Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
• Data analysis for planning instruction and effective use of time;
• Methods for providing differentiated instruction in the classroom;
• Meeting the need of all students specific to individual school sites; and
• Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for

supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

• Reviewing sample lesson plans and adapting them for the classroom;
• Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
• Planning with a study group that focuses on implementing new practices;
• Analyzing student data;
• Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
• Analyzing student performance data to monitor student progress 35% of the time; and
• Planning in a cadre with other coaches 10% of the time.

CRP Coach #2 1-o:
The principal and coach will provide an in-service on the K-12 Comprehensive Research-Based Reading Plan (CRRP) during pre-planning days.
New teachers will be provided with training on the CRRP during their orientation and induction program which takes place prior to the opening of schools. Additionally, information and training for teachers, principals, assistant principals, support personnel, student services personnel, and support team members will be provided through Region Center and school site opening of schools meetings.

Coaches will demonstrate lessons using scientifically-based reading materials for reading.
Attendance and participation at the Just Read, Florida! Coaches Conference, content trainings, access to the Just Read, Florida! website and the Florida Center for Reading Research website will provide Reading Coaches with the awareness and understanding of scientifically-based reading research materials. Reading Coaches will demonstrate lessons using the CRRP Houghton Mifflin, Reading and the interventions; Early Success, Soar to Success, Elements of Reading: Vocabulary and Voyager Passport.

Coaches will provide in-service on classroom set ups for effective reading instruction (word walls, leveled text, small group instruction, etc.)
Reading Coaches, as part of their school-site assignments, will provide inservice training addressing the creation and maintenance of learning environments that support effective reading instruction. This training will also include strategies for enhancing reading instruction, including grouping strategies and the use of a variety of text materials.

Coaches will be a member of the Literacy Leadership Team at the school level.
Schools will submit to the Region Center, Zone Office, or to School Choice and Parental Options/Charter School Operations, the names of members of the Literacy Leadership Team. Each roster will verify that the Reading Coach is on the Literacy Leadership Team. Each school will have a schedule of

meetings, agendas, and minutes available for review by Region, Zone, and District staff.

CRP Coach #4:
Miami-Dade County Public Schools is in the process of reviewing the evaluation and incentive program for administrators. As a result of the review and revision process, performance evaluations will be tied to behavioral indicators and incentives will be directly linked to student performance. Teachers must annually develop an Individual Professional Development Plan based on the needs of their students. In order to ensure that effective reading instruction is supported by needs-driven professional development, the Individual Professional Development Plan form will be revised to include reading/literacy development as a discrete area from which data must be considered when developing the plan.

a. Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

Highly Certified In-Field Instructors	Gary Gordon, assignment Intensive Reading, certified in Language Arts, currently working on Reading Endorsement. Ely Iglesias, assignment Reading, working towards Reading certification, earned Master's Degree in Reading.

CRP #7: Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well

as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS.To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

Budget				
Issues to Address	**Describe Resources**	**Funding Sources**	**Total Available**	**Unmet**
Research-based Program(s)	Great Source Reading Advantage Laura Robb Classroom Libraries	School's discretionary account	7000	0
Research-based Resource(s)			0	0
Technology	Read 180	School's discretionary account	1000	23000
Professional Development	School's discretionary account	School's discretionary account	2000	4000
Other			0	0
		Total:	**10000.00**	**27000.00**

Goal:	Mathematics
Goal Statement:	Students at Corporate Academy South will continue improving mathematics skills as measured by student learning gains on the FCAT administration until, in 2013,100 percent of the students meet or exceed state literacy requirements.

Needs Assessment   District and state statistical data confirm that 53% of ninth graders and 84% of tenth grade students at Corporate Academy South scored at or below level 3 on the 2005 FCAT Mathematics administration. In addition, the number of tenth grade students scoring at or above level 3 on the 2005 FCAT administration declined by 27% when compared to similar data on the 2004 FCAT administration. By providing FCAT enhancement instruction in targeted mathematics skill areas, Developmental Scale Scores will increase, impacting the number of students scoring at or above level 3 on the 2006 FCAT administration. A progressive increase of 5% or higher in the number of students scoring at or above Achievement Level 3 on subsequent FCAT administrations will be attained at Corporate Academy South as evidenced by student achievement scores on FCAT examinations administered from March 2006 to March 2010. By 2010, 80% or more of the students will be proficient in mathematics as defined by state standards.

Objective   Given mathematics instruction in the Sunshine State Standards and the Competency Based Curriculum, 50% of ninth and tenth grade students at Corporate Academy South will meet or exceed state proficiency standards in mathematics (level 3 or higher) as evidenced by student performance on the 2006 FCAT Mathematics administration.

Strategies

1. Enable students to access on-line FCAT enhancement programs such as FCAT Explorer, via the internet.

2. Require teachers to utilize CRISS strategies and Reciprocal Teaching strategies in Intensive Mathematics classes.

3. Analyze student assessment data and plan for student's remediation and enrichment.

4. Schedule all Level 1, Level 2, and retakes into Intensive Mathematics classes.

5. Analyze student assessment data and provide supplementary instruction to all students through paraprofessional support staff and tutorial mathematics activities.

6. Develop on-going departmental assessment instruments evaluating student progress on FCAT tested mathematics sub-skill areas.

7. Prepare and review Academic Improvement Plans (AIP) for parents of

Level I students, and encourage students to participate in extended school day tutorial mathematics sessions.

8. Implement a school-wide mathematics problem of the day by focusing on the different benchmarks.

9. Meet and confer with students and their families to review student needs in identified areas.

10. Assign specific paraprofessionals, and mathematics tutors to work one on one with identified students and track student progress.

11. Track student progress on administered Quarterly Assessment Tests.

12. Provide special incentives for the students who demonstrate continuous progress in identified skill areas encourage family participation in at-home math related activities.

Evaluation	District administered Quarterly Assessment Tests will be administered to all students enrolled in Corporate Academy South during the months of October 2005, and January 2006. Quarterly assessment results will indicate a net increase in student scores on the January administration for all students.
Research-based Programs	Achieving Proficiency in Mathematics, Amsco Publications. AIM Higher FCAT Math, Great Source. Preparing for FCAT, Amsco. Florida FCAT Mathematics Coach, Kaplan. FCAT Explorer.
Professional Development	1. Professional development activity on interpretation and implementation of the Continuous Improvement Model with special emphasis on the application of data driven instruction, the preparation of a instructional focus calendar and curriculum mapping. (August 2005) 2. Training implementing differentiated mathematics strategies in content area, establishing ability groups according to math deficiencies. (September 2005) 3. Training on the use of Quarterly Assessment Test Results in October 2005 to drive instruction. (October 2005). 4. Professional development activity on how to utilize FCAT formatted questions, and FCAT related math skills in subject area tests. (November 2005) 5. Workshop on utilizing on-line FCAT formatted math assessments via FCAT Explorer.(November 2005) 6. Utilizing CRISS strategies and Reciprocal Teaching strategies training. (November 2005 to May 2006)

7. Professional development activity; Preparing and Completing Academic Improvement Plans (AIP's). (September 2005)

Highly Certified In-Field Instructors   Ely Iglesias, Teaching assignment Intensive Math, Certification Mathematics 6-12.

Budget				
Issues to Address	**Describe Resources**	**Funding Sources**	**Total Available**	**Unmet**
Research-based Program(s)			0	0
Research-based Resource(s)			0	0
Technology	Dell Computers	School's discretionary account	0	12000
Professional Development	CRISS Training	School's discretionary account	600	0
Other			0	0
		Total:	**600.00**	**12000.00**

Goal:	Writing
Goal Statement:	Students at Corporate Academy South will achieve proficiency in writing skills as measured by a 1% increase in the number of students attaining a score at or above 3.5 on the 2006 FCAT Writing administration.

Needs Assessment   Although the students met state proficiency writing standards on the 2005 FCAT Writing administration, the writing scores decreased from 3.8 to 3.5. The school will focus on implementing progressive writing strategies with new and current students that will focus on developing topic sentences and supporting details for expository and persuasive prompt writing.

Objective   Given instruction in the Sunshine State Standards and the Competency Based Curriculum, ninth and tenth grade students at Corporate Academy South will improve writing performance as evidenced by an increase of 1% in the number of students scoring 3.5 or higher on the 2006 FCAT Writing administration.

Strategies   1. Implement the use of writing strategies across the curriculum.

2. Provide writing practice through students recording their responses and thoughts in learning logs or journals.

3. Prepare students on the techniques of writing short and extended responses, by emphasizing sentence completion, the use of topic sentences, supporting details, descriptive language, words in context, and the preparation of complex sentences.

4. Familiarize students with writing samples having scores of 3.5 or higher for modeling purposes.

5. Prepare tenth grade students for the FCAT Writing administration by providing diversified expository and persuasive prompt writing exercises in both language arts and content area classes.

Evaluation   District pre and post test prompt writing activities. Implementation of simulated FCAT practice writing tests two months preceding the 2006.

Research-based Programs   Florida Writers Choice, Glencoe
Florida Timeless Voices, Prentice Hall
Literature of Britain, Holt, Rinehart, Winston

Professional Development   1. Professional Staff Development training in writing across the curriculum.
2. Professional Staff Development training on the techniques of writing and using the rubric writing scale with applications across the curriculum.

Highly Certified
In-Field
Instructors

Budget				
Issues to Address	**Describe Resources**	**Funding Sources**	**Total Available**	**Unmet**
Research-based Program(s)			0	0
Research-based Resource(s)			0	0
Technology			0	0
Professional Development			0	0
Other			0	0
		Total:	00.00	00.00

Goal:	Science
Goal Statement:	Students at Corporate Academy South will continue improving science skills as measured by the FCAT, unit, in 2013, 100 percent of the students are proficient in science.

Needs Assessment   Corporate Academy South Mean Scale Scores from the 2005 FCAT Science exam were 58 points below the State Mean Scale Score. An assessment of student point totals, student strengths and weaknesses must be determined from 2005 FCAT Science test results in order to target instruction in deficient skill areas.

Objective   Given instruction in the Sunshine State Standards and the Competency Based Curriculum, eleventh grade students at Corporate Academy South will increase the school's mean scale score by 10 points or more on the 2006 FCAT Science exam when compared to similar data on the 2005 FCAT Science examination.

Strategies   1. Utilize District and state data to identify individual deficient skill areas associated with the FCAT science examination in order to target instructional objectives.

2. Utilize District and state commercial FCAT related materials (Amsco series) to improve student scores in tested areas (physical science and chemistry, earth science, life and environmental science, and scientific thinking).

3. Infuse FCAT related questions in all science courses.

4. Implement FCAT science reinforcement and assessment activities on Fridays in all science classes.

5. Participate in science related fieldtrips.

6. Teachers will conduct two science labs weekly.

Evaluation   1. Create and administer simulated pre and post, FCAT science tests to measure student progress in identified tested areas.

2. Administer a comprehensive, FCAT formatted science examination which measures pupil knowledge of content areas covered on the 2006 Science FCAT (physical science, chemistry, earth science, life and environmental science and scientific thinking) examination.

Research-based Programs   Biology the Dynamics of Life, Glencoe/Mc Graw-Hill. Florida Preparing for FCAT Science Grade 10. Mastering FCAT Reading Grade 10 Science

Content. Science Insights Exploring Earth and Space, Prentice Hall. Chemcom Chemistry in the Community, Kendall/ Hunt Publishing Company.

Professional Development	1. Data analysis workshop comparing total points possible in each tested category with student scores in each area. 2. Professional in-service training on the design and implementation of simulated FCAT science tests.

Highly Certified In-Field Instructors	Leslie Lamkin, Teaching Assignment Biology, Certification Bilogy. Donald Brott, Teaching Assignment Chemistry and Earth/Space Science, Certification Earth/Space (currently on a waiver for Chemistry).

Budget				
Issues to Address	**Describe Resources**	**Funding Sources**	**Total Available**	**Unmet**
Research-based Program(s)			0	0
Research-based Resource(s)			0	0
Technology	Model ChemLab software	District	0	600
Professional Development			0	0
Other	Science materials for conducting labs	School's discretionary account	500	0
		Total:	**500.00**	**600.00**

Goal:	Parental Involvement
Goal Statement:	Parents and guardians of students attending the Corporate Academy South will increase parent/guardian involvement in school activities until, in 2013, 100 percent of the parents/guardian are participating in school functions.

Needs Assessment A large number of the parents are unfamiliar with the school system and the State's examination, promotion, and graduation requirements. Furthermore, they may be employed in more than one job, supporting large families, with limited spare time to attend their children's academic and social activities. Less then one percent of student's parents participated in school related activities during the 2004-05 school year.

Objective Twenty-five percent or more of the parents and guardians of Corporate Academy South students will participate in school related activities in 2006 as evidenced by documentation logs recording parent/guardian –teacher conferences, Open House, volunteer activities, and participation in School Advisory Council functions.

Strategies 1. Provide incentives to actively engage parents in Open House and School Advisory Council activities (e.g. door prizes, snacks etc.)

2, Utilize several means of communication and languages (L & R Communications) to convey information to parents (telecommunications voice messages, e-mails and mail correspondence).

3. Facilitate parent education seminars on topics of interest (e.g. teen parenting, FCAT preparation, college admissions/scholarship applications, etc).

4. Facilitate an end of the year parent appreciation/volunteer appreciation breakfast.

Evaluation Utilize 2005-2006 parent participation logs to document progressive increases in parent involvement each quarter. Utilize 2005-2006 parent participation logs as baseline data to document increased parent participation in school activities in future years.

Research-based Programs

Professional Development 1. Facilitate an Academic Improvement Plan (AIP) orientation meeting for designated parents/guardians. (September 2005)

2. Facilitate a senior class orientation meeting for the parents/guardians of

twelfth students projected to graduate in May 2006. (October 2005)

3. Facilitate an "FCAT Parent Information Meeting" for the parents of ninth and tenth grade students. (November 2005)

4. Facilitate a College and Career Orientation meeting for the parents of graduating seniors. (February 2006)

5. Parent Academy scheduled workshops.

Budget				
Issues to Address	**Describe Resources**	**Funding Sources**	**Total Available**	**Unmet**
Research-based Program(s)			0	0
Research-based Resource(s)			0	0
Technology	L & R Communications	District	0	0
Professional Development			0	0
Other	Snacks and breakfast foods for parent meetings	Communities in School	200	0
		Total:	**200.00**	**00.00**

Goal:	School Safety and Discipline Strategies
Goal Statement:	Students at Corporate Academy South will maintain a safe learning environment conducive to learning as measured by a progressive decline in the number of Student Code of Conduct violations, until in 2013, 100% of the students will have no Student Code of Conduct violations reported.

Needs Assessment   The 2004-2005 student case management report showed that there was 182 incidents of general disruptive conduct, 120 incidents of defiance of school authority, and 100 incidents of use of provocative language. In addition, reports indicated that there was four School Public Accountability Reports (SPAR) incidents. These statistics show that there is need for intervention to reduce the number of Student Code of Conduct violations.

Objective   The number of Student Code of Conduct violations and the number of will be reduced by 20% compared to the 2004-2005 school year.

Strategies

1. Implementation of professional development activities addressing the use of assertive discipline in the classroom.

2. Mentoring of Annual Contract teachers in classroom management techniques.

3. Expansion of student incentive programs (e.g. students of the week/month etc.)

4. Implementation of an early intervention, conflict resolution/peer mediation program
for identified students.

5. Inclusion of agency supported counseling opportunities for special needs students.

6. Increased teacher-parent- counselor contact for repeat violators.

7. Implementation of the behavior modification grid system.

8. Utilization of weekly progress reports on a needs basis to monitor student behavior.

9. Implementation of behavior/student performance contracts for character development.

10. Promote grant supported mentoring and counseling programs provided through
Florida International University and the Communities in Schools organization.

Evaluation	Corporate Academy South will utilize the district's monthly reports of the Student Case Management System to monitor the progress.
Research-based Programs	Student Code of Conduct, Miami-Dade County Public Schools. Classroom Management, Harry and Rosemary Wong.
Professional Development	1. Professional development on classroom management/behavioral modification.

Budget				
Issues to Address	**Describe Resources**	**Funding Sources**	**Total Available**	**Unmet**
Research-based Program(s)			0	0
Research-based Resource(s)	Classroom management, Harry Wong	School's discretionary account	0	300
Technology			0	0
Professional Development			0	0
Other	Incentives	School's discretionary account, Communities in Schools	1000	0
Total:			**1000.00**	**300.00**

Goal:	Technology
Goal Statement:	Students at Corporate Academy South will increase the use of computer based programs and the use of Internet in the classroom.

Needs Assessment	According to a school survey fifty percent of students have never created school reports using computerized software such as, powerpoint, microsoft word, microsoft publishing, and microft excel. In addition, they have never use web-based programs such as FCAT Explorer, Chem Lab, or PLATO. These statistics show that there is need to incoorporate technology in the school for classroom instruction.
Objective	Given statewide emphasis on computer literacy, 80% of the students at Corporate Academy South will increase the use of technology in the classroom in 2005-2006 school year.
Strategies	1. Provide teachers with resources in the use of word processing skills, including spreadsheets, data bases, power point etc. 2. Enroll all students in FCAT Explorer. 3. Seek resources to insure the operation of instructional computer equipment. 4. All students will make a powerpoint presentation in their science class. 5. All classrooms will a computer with internet access.
Evaluation	Corporate Academy South will utilize teacher classroom computer sign in logs and student computerized generated reports to show the number of students using technology in the classroom. In addition, the school will use the administrative FCAT Explorer reports.
Research-based Programs	FCAT Explorer, Microsoft Office.
Professional Development	1. Provide opportunities for teachers to participate in computer technology in-service training sessions provided by the school district. (August 2005 to May 2006) 2. Provide opportunities for teachers to meet and confer with District, Regional and Alternative Education technology specialists regarding best practices to achieve stated objective. (August 2005 to May 2006)

Budget				
Issues to Address	**Describe Resources**	**Funding Sources**	**Total Available**	**Unmet**
Research-based Program(s)			0	0
Research-based Resource(s)			0	0
Technology	Technology Specialist	District	0	30000
Professional Development			0	0
Other			0	0
		Total:	00.00	30000.00

Goal:	Student Health and Fitness
Goal Statement:	Students at Corporate Academy South will increase their scores in the Fitnessgram assessment.

Needs Assessment	Only 48% of the students taking Physical Fitness class at Corporate Academy South earned the gold and silver card in the Fitnessgram. There is need for students to improve in their enhance overall student health and fitness.
Objective	Students achieving the gold or silver card level in the Fitnessgram will increasing by 5% compare to the 2004-2005 school year.
Strategies	1. Monitor student schedules to insure that ninth and tenth grade students enroll in health or physical education classes during the 2005-2006 school year. 2. Provide opportunities for health and physical education students to meet and confer with teachers and counselors regarding their progress in identified courses. 3. Facilitate assemblies to convey information to students on teen-pregnancy, and the dangers of smoking, alcohol, and drug abuse. 4. Provide incentives for high performing students in identified courses. 5. Provide students with information on the importance of a healthy daily diet. 6. Provide students with a complete manual on a daily exercise schedule.
Evaluation	Test students on the Fitnessgram.
Research-based Programs	Fitnessgram.
Professional Development	

Budget				
Issues to Address	Describe Resources	Funding Sources	Total Available	Unmet
		Total:	00.00	00.00

Goal: Return On Investment
Goal Statement:

Needs Assessment

Objective
Strategies

Evaluation

Research-based
Programs
Professional
Development

Budget

Issues to Address	Describe Resources	Funding Sources	Total Available	Unmet
		Total:	00.00	00.00

FINAL BUDGET				
Issues to Address	**Describe Resources**	**Funding Sources**	**Total Amount Available**	**Unmet**
Research-based Program(s)	Reading: Great Source Reading Advantage Laura Robb Classroom Libraries Mathematics: Writing: Science: Parental Involvement: School Safety and Discipline Strategies : Technology :	Reading: School's discretionary account Available: $7000 Unmet: $0 Mathematics: Available: $0 Unmet: $0 Writing: Available: $0 Unmet: $0 Science: Available: $0 Unmet: $0 Parental Involvement: Available: $0 Unmet: $0 School Safety and Discipline Strategies : Available: $0 Unmet: $0 Technology : Available: $0 Unmet: $0	7000.00	00.00
Research-based Resource(s)	Reading: Mathematics: Writing: Science: Parental Involvement: School Safety and Discipline Strategies : Classroom management, Harry Wong Technology :	Reading: Available: $0 Unmet: $0 Mathematics: Available: $0 Unmet: $0 Writing: Available: $0 Unmet: $0 Science: Available: $0 Unmet: $0 Parental Involvement: Available: $0 Unmet: $0 School Safety and Discipline Strategies : School's discretionary account Available: $0 Unmet: $300 Technology : Available: $0 Unmet: $0	00.00	300.00
Technology	Reading: Read 180 Mathematics: Dell Computers Writing: Science: Model ChemLab software Parental Involvement: L & R Communications School Safety and Discipline Strategies : Technology : Technology	Reading: School's discretionary account Available: $1000 Unmet: $23000 Mathematics: School's discretionary account Available: $0 Unmet: $12000 Writing: Available: $0 Unmet: $0 Science: District Available: $0 Unmet: $600 Parental Involvement: District	1000.00	65600.00

	Specialist	Available: $0 Unmet: $0 School Safety and Discipline Strategies : Available: $0 Unmet: $0 Technology : District Available: $0 Unmet: $30000		
Professional Development	Reading: School's discretionary account Mathematics: CRISS Training Writing: Science: Parental Involvement: School Safety and Discipline Strategies : Technology :	Reading: School's discretionary account Available: $2000 Unmet: $4000 Mathematics: School's discretionary account Available: $600 Unmet: $0 Writing: Available: $0 Unmet: $0 Science: Available: $0 Unmet: $0 Parental Involvement: Available: $0 Unmet: $0 School Safety and Discipline Strategies : Available: $0 Unmet: $0 Technology : Available: $0 Unmet: $0	2600.00	4000.00
Other	Reading: Mathematics: Writing: Science: Science materials for conducting labs Parental Involvement: Snacks and breakfast foods for parent meetings School Safety and Discipline Strategies : Incentives Technology :	Reading: Available: $0 Unmet: $0 Mathematics: Available: $0 Unmet: $0 Writing: Available: $0 Unmet: $0 Science: School's discretionary account Available: $500 Unmet: $0 Parental Involvement: Communities in School Available: $200 Unmet: $0 School Safety and Discipline Strategies : School's discretionary account, Communities in Schools Available: $1000 Unmet: $0 Technology : Available: $0 Unmet: $0	1700.00	00.00
.		**Total:**	**12300.00**	**69900.00**

Members	**Signature**
1) Israel Katz , Principal	_____
2) Oran Grant , Assistant Principal	_____
3) Jeff Kaplan , SAC Chair	_____
4) Marilyn Jennings , School Support Personnel	_____
5) Sonia Miller , Principal	_____
6) Eddy Arza , Business Members	_____
7) Pauline Nichols , Parent	_____
8) Deborah Cuadra , Student	_____
9) Elizabeth Mejia , Community Member	_____