FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: LAW ENFORCEMENT OFFICERS MEMORIAL HIGH SCHOOL

District Name: Dade

Principal: Mr. Rafael Villalobos

SAC Chair: Mr. Jeff Perlman

Superintendent: Mr. Alberto M. Carvalo

Date of School Board Approval: Pending School Board Approval

Last Modified on: 09-08-2009

VISION and MISSION STATEMENTS

Vision: To provide an educational environment that meets the needs of all students while promoting university and career pathways

Mission: It is through integrity, duty, & justice that we prove our bravery and public service to our community: by providing the necessary rigor, academically and socially for students to meet the demands of the 21st century.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Law Enforcement Officers Memorial High School is located in an urban environment at 300 NW 2nd Ave. in downtown Miami. The school serves a community of diverse socio-economic levels. This school will be the first of its kind in the world. A one-of-a-kind educational institution that will enable students to achieve their professional and academic goals with emphasis on law studies and law enforcement. Law Enforcement Officers Memorial High School is a new state of the art school that is partnered with the City of Miami's Police College and its police headquarters.

The new building complex will be ready for occupancy in January 2010. The school will open in August 2009, with grade nine students only, at Young Men's Preparatory Academy. Law Enforcement Officers Memorial High and The City of Miami/Miami Police Department have joined forces to provide students opportunities for achievement in the areas of criminal justice, forensic science, law, and law enforcement. The physical structure of the school is composed of a four story building of 46,500 square feet adjacent to the Miami Dade Police Department. The American Institute of Architects Academy of Architecture for Justice conferred a certificate of merit to the school for the project.

Law Enforcement Officers Memorial High School is composed of approximately 18 full time staff members and 1 is part time staff: 2 administrators, 9 classroom teachers,1 guidance counselor, 1 media specialist,1 clerical/secretaries, 2 custodial/service workers, and 1 career specialist.

Law Enforcement Officers Memorial High School will adopt the eight-period block schedule. This innovative schedule allows students to progress more quickly, remediate academic deficits, and complete challenging dual enrollment programs with Florida International University, Miami-Dade College, and Johnson and Whales University. They will also complete internships within their respective area of study. Utilizing exemplary resources and materials, collaboration, combined with a commitment to education, the students will engage in a high school experience second to none.

Unique School Strengths for Next Year

Law Enforcement Officers Memorial High School will have a curriculum never before offered for high school students. There are three magnet programs which include law studies, forensic science, and homeland security. The total number of students will not exceed 478. Students will have access to forensic science labs, courtroom labs, and computer simulation centers. Law

Enforcement Officers Memorial High School will provide students with lessons guided by attorneys, judges, police officers and forensic scientists. Students will have the ability to visit the inner workings of courtrooms, jails, police stations, and police forensic labs. The mission at Law Enforcement Officers Memorial High School will be to prepare students to meet the academic and technical challenges needed to succeed and transition into future careers in law studies, forensic science, and homeland security.

The advisory board which consists of Chief John F. Timoney (City of Miami Police), Deputy Chief, Frank Fernandez, (City of Miami Police), Interim Chief Charles Hurley, (Miami Dade County School Police), Douglass Bass (Director of Homeland Security for Miami Dade County), Jose R. Almirall, Ph.D. (Co-Director of IFRI and Director of the Certificate in Forensic Science Program – (FIU), President, Dr. Jose A. Vicente (Miami-Dade College North Campus), Debbie Goodman (Chairperson for the School of Justice, Miami-Dade College), Graham Smart (Interim Director for the School of Justice, Miami-Dade College), Rafael Garcia (Special Agent, Florida Department of Law Enforcement - Crime Scene Expert), Honorable Judge Israel Reyes (Miami-Dade County 11th Circuit Court Judge-Criminal Division), Commander Stephanie Stoiloff (Miami-Dade County Police Department Crime Lab Division), Rod Vereen (Attorney), Carol Henderson, (Director for The National Clearinghouse for Science, Technology and The Law), Dr. Joanne Leoni, (College of Business, Johnson & Wales University) will be a great asset to our program. The advisory board will enhance our program by providing essential resources such as internship opportunities, scholarships, and curriculum support.

Unique School Weaknesses for Next Year

Law Enforcement Officers Memorial High Schools challenge in the 2009-2010 school year will be in commencing the school year located on an off-campus site. This poses an extra demand for students and teachers in January when the time comes to relocate to our new facility.

Student Demographics

Currently the school has approximately 120 grade nine students. Of this population 61 percent are Hispanic, the Black population is 30 percent, White population 8 percent, and Multicultural is 1 percent. There are 10 Level 2 and 5 Level 1 students in the ninth grade according to the 2008 Reading FCAT scores. Eighty percent of students scored at or above Level 3.

Student Attendance Rates

The attendance for our schools student population consist of the following: 17% of students had perfect attendance in the 2008-2009 school year, 63% of students had 1-9 days absent, 18% of students had 10-20 days absent, and 3% of our students had more than 20 days of absences.

Student Mobility

Law Enforcement Officers Memorial High Schools currently doesn't have data on student mobility rate.

Student Suspension Rates

The Florida Department of Education Student Performance Indicators data base for Miami-Dade County Public Schools indicates there were 28,323 indoor suspensions and 20,517 outdoor suspensions in 2007-2008.

Student Retention Rates

The Education Data and Accountability Services non-promotion in the 2007-2008 school year student progression was as follows: 9th grade- 23,322 students were not promoted, 10th grade - 20,125 students were not promoted, 11th grade - 16,472 students were not promoted, and in 12th grade 8,601 students were not promoted. This was a total of 68,520 students not being promoted a decrease of approximately 15 percent (80,842) of students who were not promoted in the 2006-2007 school year.

Class Size

Florida Department of Education District Class Size Averages for the 2007-2008 was 21.99 students. The anticipated student-to-teacher ratio for Law Enforcement and Forensic Studies Senior High School is 23 to 1.

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Law Enforcement Officers Memorial High School has created a partnership with City of Miami Police, Director of Homeland Security for Miami Dade County, Forensic Science Program at Florida International University, Miami-Dade College, Florida Department of Law Enforcement, Miami-Dade County 11th Circuit Court Judge-Criminal Division, Miami-Dade County Police Department Crime Lab Division, The National Clearinghouse for Science, Technology and The Law, and College of Business, Johnson & Wales University, and the Florida Supreme Court. In collaboration with these partners Law Enforcement Officers Memorial High School will reinforce and augment its curriculum. The school was awarded a VPSC Grant, and the funds from the

grant were utilized for initial school start up procedures.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

Adequate Yearly Progress (AYP) Trend Data

Florida Comprehensive Assessment Test (FCAT) Trend Data

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Mr. Rafael A. Villalobos	Educational Leadership, Emotionally Handicapped, and Criminal Justice		9	Mentor Principal of North Miami Senior High School 2008-2009; Grade D Reading Mastery: 24% (an increase of 8 percent), Math Mastery: 56% (an increase of 19 percent) Science Mastery: 21% (an increase of 3 percent), Writing Mastery: 71% (an increase of 8 percent), AYP: 69%, No. None of the subgroups made AYP in Reading or Math Miami Springs SH in 2007-2008 Grade B, 68% meeting high standards, 68% making learning gains, 72% of the lowest 25% made gains (an increase of 9 percent). Total school grade increase: Reading 18 points, Math 10 points, and writing 7 points. Miami Springs SH in 2006-2007 Grade C, 65% meeting high standards, 59% making learning gains, 66% of the lowest 25% made gains (an increase of 16 percent).

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Lizbet Concepcion	BA Elementary Education and MS in Educational Leadership (Aug. 2009)		2	School grade: 2007-2008 B School went up from a C FCAT: 2008-2009 9% increase in 10th grade Reading scores

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Partnering new teachers with mentors	Principal	On-going	
Professional Development	Reading Coach	On-going	
Regular meetings with Principal	Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Reggie E. Jackson	Social Science	Criminal Justice	Mentoring Program and Professional Development

Trudy Browne	Social Science	Law Academy	Mentoring Program and Professional Development

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
11	18	1	63	18	33	78	0	0	10

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jason Allen	Reginald Jackson	New Teacher	Lesson plans, technology training, instructional delivery training, CRISS strategies, MINT program
Eugeneo Perez	Trudy Browne	New Teacher	Lesson plans, technology training, instructional delivery training, CRISS strategies, MINT program
Adriana Gonzalez	Reginald Jackson	New Teacher	Lesson plans, technology training, instructional delivery training, CRISS strategies, MINT program

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

• Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of RtI. Provides a common vision for the use of data driven instruction and decision making. Conveys with parents regarding RtI plans and actives the school will provide to effectively enhance student achievement.
• Exceptional Student Education (ESE) teachers: Collaborates with general education teachers to plan activities and to cogitate project based learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the individual needs of the students.
• Reading Instructional Specialist: Supports and provides instruction through professional development and in class co-teaching on the implementation of data driven instruction in the K-12 reading plan; facilitates and supports data collection and decision making activities.
• School Psychologist: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.
• Technology Specialist: Provides support necessary to teachers and staff regarding the management and display of data.
• Speech Language Pathologist: Effectively communicate diagnostic test results, diagnoses, and proposed treatment help related to speech, language, and cognitive-communication. Educates the team on the effect of these elements on students with respect to language skills. Develops curriculum with appropriate screening measures and methods of identifying areas of student needs.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

• The team meets once a month
• Analyze data and drive instruction based on deficient standards
• Review Progress monitoring data to identify students meeting/exceeding benchmarks
• Provide best practices and strategies to implement for students not meeting standards
• Identify professional development needs based on data to drive instruction
• Provide formalized efforts to promote school-wide practices to ensure highest possible student achievement in both academic and behavioral pursuits
• Analyze data to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction
• Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students
• Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

• Drive professional development decisions
• Discuss strategies to implement throughout the year to increase student achievement
• Collaborate with team to make informed decisions on RtI implementation
• Gather input for the on-going development of the team
• Provide support with the implementation of intervention strategies

Describe the data management system used to summarize tiered data.

Baseline data: Florida Comprehensive Assessment Test (FCAT), Fall Interim Assessments through Edusoft, in house pre-assessments in all content areas
Progress Monitoring: Northwest Evaluation Association benchmark test (NWEA), Diagnostic Assessment for Reading (DAR) on-going when needed, Winter Interim Assessments through Edusoft,
Midyear: Florida Assessment for Instruction in Reading (FAIR), in house mid-term exams in all content areas
End of year: FAIR, FCAT, in house final exams in all content areas, Spring Interim Assessments through Edusoft
Frequency of Data Days: once a month for data analysis / data chats

Describe the plan to train staff on RtI.

The RtI team will create a needs assessment for professional development. Professional development will be provided in the areas of CRISS Strategies, Reciprocal Teaching, Classroom Management, and Differentiated Instruction.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Law Enforcement Officers Memorial High School has 86% of ninth grade students scoring above state averages on the FCAT Reading test. The Individualized Educational Profiles suggests that the strand were student's scored strongest was Comparison with only 8% of students having deficiencies with this benchmark. In Math the school has 91% of students scoring a 3 or above on the FCAT. Ninety-five percent of our students scored highest on Data Analysis and Probability. Sixty-five percent of the student population scored above a 3 on the writing FCAT.

Weakness: The number of students scoring below grade level in Math was 16% and 14% of students scored below grade level in Reading. The students reading in Level 1 and 2 will be placed in intensive reading programs for intervention using state adopted programs (Jamestown Reading Navigator and Edge). The lowest content area in Reading was Main Idea/Purpose with 39% of students showing deficiencies in this area. In Math the lowest content area was Geometry & Spatial Sense with 35% of students showing weakness in this area.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

• The Instructional Focus Calendars will be created in July. They will be updated throughout the year to modify and drive instruction based on data from progress monitoring assessments.
• Data from the District level 2009 FCAT scores for ninth grade was used to develop the IFCs.
• Teachers will be responsible to align their IFC's to state benchmarks and content standards; identify and provide additional support through differentiated instruction for weakest benchmarks as per the previous year's FCAT content clusters.
• Benchmarks were selected after analyzing data results and identifying strengths and weakness within the content clusters for the 2008-2009 FCAT of the districts ninth grade students.
• The duration of instruction for the IFC's was determined by the amount of time allotted within the school year to include students being exposed to all benchmarks prior to FCAT Testing. The IFC's were developed to allocate extended instruction in the content clusters that were deficient according to the 2009 FCAT test. On-going progress monitoring will also provide data to include differentiated instruction within the IFC's to re-teach weak benchmarks.
• Administration will ensure that the IFC's are being utilized efficiently by conducting classroom visitations, attending monthly departmental meetings, and monitoring data.
• Collaboration with mentors, coaches, and instructional leaders will serve to improve the implementation of the IFC's for struggling teachers. Opportunities for participation in professional development and for classroom observation of effective teachers will be a resource of reinforcement for implementation of the IFC.
• Sub groups will be identified through mini-assessment in Language Arts and will alternate between writing and reading by benchmarks
• Students will be provided writing software and additional time will be provided for subgroups through afterschool tutoring.
• After school tutoring will be benchmark driven and instruction will focus on needs of subgroup.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

- Reading: Main Idea and Reference and Research were the least proficient strand and will be given school-wide focus
- Writing: All students scoring below a 4 (86 percent) on their 8th grade writing will be given individualized instruction underlining the state rubric, expository and persuasive writing skills.
- Mathematics: Geometry and Spatial Sense were the least proficient strand and will be given priority focus
- Science: District FCAT scores demonstrate that Earth and Space were the least proficient benchmarks and implementation of various intervention strategies will increase student achievement in these areas.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Law Enforcement Officers Memorial High School will implement differentiated instruction to adhere to the various needs of individual students. Students will be monitored throughout the year and instruction will be modified based on student's deficiencies. Analysis of student's individual assessments will outline their strengths and weakness. Data will drive instruction to meet all necessary interventions needed to address student needs. Computer programs offered through Jamestown Reading Navigator will be used to teach students at their current independent reading levels. Carnegie Learning math software is used to help students improve their mathematics skills and comprehension. Furthermore, struggling students will be placed in Intensive Reading and/or Intensive Math classes, and after school services will be offered. Teachers and counselors will see students for academic advisement.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

All Law Enforcement Officers Memorial High School students belong to a career academy that they select. They take a concentrated number of courses in one strand of that academy. The four integrated core classes (Language Arts, Mathematics, Science and Social Studies) emphasize how each subject is relevant in, and useful to their career. The school will provide students certification possibilities, and community service opportunities that will prepare them to meet the academic and technical challenges to succeed and transition into their future career.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Academies create an effective environment for teachers to monitor student progress and modify instruction based on student's individual interest. Students are shared by a core group of teachers, with a lead teacher and dedicated counselor. Law Enforcement Officers Memorial High School has integrated the core subjects within each of the three academies to reinforce the academy focus, since academies are selected on the basis of career interest. Teachers in the academy electives and the core classes collaborate and use student interest along with data to drive instruction.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Teachers will collaborate weekly during their common planning periods to determine if the focus calendars are being implemented and to modify (if needed) as determined by on-going assessments. Lesson plans will include implementation of differentiated instruction and semester project based learning assignments. Teachers will meet monthly for data chats and for mini-professional developments on reading strategies to infuse into their content areas.

How are instructional focus lessons developed and delivered?

Instructional focus lessons were determined by analyzing the data and aligning weakest benchmarks and standards to each content cluster so that instructional focus of all FCAT tested benchmarks are covered. The focus weekly benchmark will be covered within the class period so as to infuse reading strategies that students can use within different content areas. The Reading Coach will provide teachers with weekly graphic organizers to assist in the instruction of the weekly benchmark. The focus lessons will be taught by the Reading, Language Arts, Math, and Science teachers.

How will instructional focus lessons be revised and monitored?

Lessons will be revised and re-taught based on student need as determined by weekly class work assignments and assessments. Teachers and administrators will be involved in data chats for the monitoring of scores on the Fall, Winter, and Spring assessments. This will also determine if any of the instructional focus lessons need to be revised.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Teachers will provide students with by-weekly assessments to ensure the mastery of taught skills within the content area based on the focus lessons. Reading Coach will provide a monthly ten question mini-assessment per benchmark.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery on the assessments will be based on 80%. Mastery is set higher than the traditional 70% due to the percentage of level 3 or above students currently enrolled. The assessment results will be used to modify instruction for students without mastery. An analysis of the percent of students scoring above 80% will determine additional time needed on benchmark to reinforce the skill. Teachers will differentiate their instruction in content, or procedure to re-teach students that scored less than 60% and didn't show proficiency on the assessment. Students who scored between 70% and 80% will be given additional support to maintain the level of mastery, and students scoring 90%-100% will be given supplemental material to enhance their achievement.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students who are performing on mastery level will be given supplemental material such as technology based learning activities, and project based learning to reinforce the skill and maintain their level of mastery.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet monthly to review assessment data, plan instruction and receive mini-professional development opportunities for the following months focus lessons. The Reading Coach will facilitate these meetings. The lead teacher will record notes, and they will be submitted along with an agenda to the administrative staff. A member of the administrative team will be in the monthly meetings.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

Principal walkthroughs and observations will serve as a means for monitoring. The Principal and Leadership Team will meet monthly to desegregate and disseminate data to the Instructional Leaders. After this meeting the instructional Leaders take the information back to their departments and utilize the data to drive instruction based on evidence provided by assessments. Lesson plans will include methods of differentiating instruction based on student needs as evidenced by the

data chats. Progress monitoring of students will be utilized to identify areas of weakness for re-teaching and re-assessing strands and benchmarks with minimal academic student performance. The Reading Coach will provide in-class instruction, model lessons, and professional development for teachers in need of extra support. The instructional coach will assist with small group instruction, FCAT pull-out programs, tutoring services for Levels 1 and 2, and charting/analyzing data to decipher areas of intervention. Student data analysis information will be used to drive instruction in after school tutoring programs.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

* Jamestown Reading Navigator
* Cognitive Tutor
* Reading and Math Labs

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

The use of technology and instructional software will serve as recourse for intervention. Teachers will have accessible recourses from the state adopted programs (Jamestown and Edge) that have been researched based on effective methods of instruction and can be used for intervention and re-teaching. Professional Development opportunities will be available monthly for teachers to enhance instruction and interventions. Mini-Sessions on best practices and effective strategies will provide teachers support when needed. The workshops will utilize instructional strategies such as reciprocal teaching methods, differentiated instruction and CRISS strategies. Weekly tutorial sessions will be utilized for students not performing on grade level or for students that don't master specific benchmarks to assist in student academic achievement.

How does the school identify staff's professional development needs to improve their instructional strategies?

Principal has identified basic areas of concern to include classroom management skills, instructional delivery, strategies to assist in differentiating instruction for all learners, and infusing technology into the curriculum as evidenced by observations. A needs assessment with the staff was utilized to prioritize professional developments sessions based on teacher needs.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of students academic performance on the previous year FCAT in Reading and Math all students scoring Levels 1 and 2 will be placed in interventions programs. Students will participate in weekly tutorial services provided after school to enhance academic achievement in Reading and Math. Students scoring below a 4 on 8th grade writing will be given individualized instruction underlining the state rubric, expository and persuasive writing skills. Science intervention will target Earth and Space the lowest content area in the 2008-2009 FCAT results. Throughout the year on-going progress monitoring, teacher assessments, interim assessments, and state mandated assessments will assist in identifying students who may also demonstrate academic difficulty. These students will also be provided with interventions and intensive instruction.

How will the effectiveness of the interventions be measured throughout the year?

Teachers will document scores on by-weekly assessments and students will chart their progress. In the departmental meetings instructional personnel will have data chats to determine if the strategies being utilized are effective in providing intervention. Strategies that are not beneficial in meeting student needs adequately will be addressed and replaced with more efficacious research based interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students that achieve mastery levels participate in the gifted program and in elective classes. These students have the possibility of enrolling in duel enrolment courses. In addition, these students will participate in internships and community services programs.

Describe how students are identified for enrichment strategies.

FCAT results are a determining factor in student placement in advanced programs. Assessments given to students to be placed in the gifted program are also utilized. Teacher recommendation, student performance, and mastery of benchmarks are other factors used to determine students who are placed in higher level courses. Achievement in PSAT, SAT, ACT, and college entrance exams will provide data for enrichment activates. Parental involvement is imperative if a student is placed in an advanced program. A parent conference with the teacher, an administrator, and counselor will be held to notify the expectations of the student in higher level courses. Emphasis will be placed on continued parental involvement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
N/A	N/A	N/A	N/A	N/A

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
  No Attached Notification of (School in Need of Improvement) SINI Status

- Public School Choice with Transportation (CWT) Notification
  No Attached Public School Choice with Transportation (CWT) Notification

- Notification of (School in Need of Improvement) SINI Status
  No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Law Enforcement Offices' Memorial High School's has students above state averages enrolled in honors courses: Algebra I Honors, Algebra II Honors, English I Honors, World History Honors, Ethics Honors, Biology I Honors, Chemistry I Honors, and Earth/Space Honors.
We will continue to encourage students to take honors and AP courses by encouraging teacher discussion, and by having students speak with guidance counselor regarding postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Based on the 2009 FCAT Reading data , 77% of students in the 9th grade achieved mastery.		Given instruction using the Sunshine State Standards, 78% of 9th grade students will achieve mastery for reading on the 2010 FCAT Reading Test	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Analyze data to determine instructional needs to drive instruction through the implementation of Differentiated Instruction and the utilization of Jamestown Reading Navigator	Principal, Reading Coach and Language Arts Instructional Leader	Implement FAIR Assessments, Interim Assessment , and monthly progress monitoring to monitor percent of students making adequate progress toward reading benchmark is calculated	Print out results of FAIR assessment and conduct data chats
2	Develop an Instructional Focus Calendar for Reading and Language Arts classes to ensure that all benchmarks are being addressed.	Principal, Reading Coach and Language Arts Instructional Leader	Administrators will monitor IFC's implementation through focused classroom walkthroughs and observation of lesson plans	Observation of implementation through classroom walkthroughs to determine if teachers are following IFC's
3	The school will implement reading across the curriculum with the focus on using reciprocal teaching methods to address Main Idea in grade 9.	Reading Coach	Reading Coach will facilitate professional development with a focus on implementing reading across the curriculum through the use of reciprocal teaching methods.	Reading Coach will co-teach to determine successful teacher implementation of strategies

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 72% of students in the 9th grade will achieve mastery on the 2010 FCAT	Differentiated Instruction	District/Region Personnel, Reading Coach	November 2009	Administration walkthroughs to monitor the effectiveness of instruction and to adhere to Jamestown Reading Navigator being followed with fidelity	District/Region Personnel. Principal, Reading Coach.
Given instruction based on the Sunshine State Standards, 72% of students in the 9th grade will achieve mastery on the 2010 FCAT	Implementation of Instructional Focus Calendar	Reading Coach, Language Arts Instructional Leader	September, 2009	Reading Coach will model and monitor the implementation of the IFC	Principal, Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

The Reading focus for the 2009-2010 school year will be to teach reading strategies in all content areas. Compliance with the K-12 Comprehensive Reading Plan will be adhered to through the use of differentiated instruction, cross curricular vocabulary planning, and monthly alignment of reading benchmarks in all content areas as evidenced in the Instructional Focus Calendars. Also, during homeroom teachers will participate in a comprehensive reading block where every teacher will infuse FCAT reading strategies with the use of Power Point to deliver instruction.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Jamestown Navigator	District Funding	$3,000.00
		Total: $3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Computer Lab	Capitalized Software	$800.00
		Total: $800.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Development of Instructional Focus Calendars in Reading	Professional Development	$2,000.00
		Total: $2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $5,800.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement		
In grade nine, the 2009 FCAT data shows that 89% of students achieved a level three or above on the Mathematic portion of the FCAT test.	Given instruction using the Sunshine State Standards, 90% of the students in grades 9 will achieve mastery for Mathematics on the 2010 FCAT Mathematics test		
		Person Responsible	Process Used to

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement the Instructional Focus Calendar	1.Principal, Assistant Principal, Mathematics Instructional Leader	1. Focused walkthrough by the administration and Interim Assessments	Walkthrough logs and data analysis of Interim Assessments
2	Revise instruction , monitor L1 and L2 students progress, and provide assisted learning opportunities through computer based software programs such as Cognitive Tutor in the 9th grade Intensive Mathematics class	Principal, Assistant Principal, and Math Instructional leader	Computer Lab work twice a week with fidelity using Cognitive Tutor	Cognitive Tutor Report
3	Collaboration through common planning to include objectives, essential questions, and data	Principal and Mathematics Instructional Leader	Review of lesson plans to ensure that objective of lessons are data driven	Administrative walkthroughs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Based on the 2009 FCAT Math data in grade 9, given instruction using the Sunshine State Standards, 89% of the students will achieve mastery for Mathematics on the 2010 FCAT Mathematics test.	Development of real life mathematics problem solving activities.	Mathematics Instructional Leader	October, 2009	Teachers will meet monthly to discuss activities and student progress.	Principal, Mathematics Instructional Leader

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
Cognitive Tutor	Capitalized Software	$600.00
		Total: $600.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Implementation of the Cognitive Tutor	District	$200.00
		Total: $200.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $800.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
Based on the 2009 Science FCAT data, 67% of students tested achieved a level 3 or above.		Given instructions based on the Sunshine State Standards, 68% of students will score at level three or above on the 2010 FCAT Science Assessment.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement hands-on activities including laboratory experiments and using common lab report writing format.	Principal and Science Instructional Leader	Lab schedule implemented with fidelity and walkthroughs	. Improvement on science mini-assessments and complete report write-ups
2	Differentiated instruction for students that show deficiencies on the science assessments.	Principal and Science Instructional Leader	Data chats to review assessment results and to modify instruction as needed and focused walkthroughs	Science mini-assessment and Interim Assessments
3	Essential labs	Principal and Science Instructional Leader	Lab schedule implemented with fidelity and walkthroughs	Complete Lab report

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instructions based on the Sunshine State Standards, 67% of students will score at level three or above on the 2010 FCAT Science Assessment.	Effective Science Teaching through differentiated Instruction, Reciprocal Teaching Methods, and data driven instruction	District/Region Personnel, and Reading Coach	October, 2009	Administrative Walkthroughs	Principal, Assistant Principals, Science Instructional Leader

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the 2009 administration of the Writing FCAT, 91% of students scored at a level 4 or above			Given instruction based on the Sunshine State Standards, on the 2010 FCAT test, 92% of students in grade ten will achieve a 4 or above.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The process of writing, revision and editing will be taught to students and evidenced in student writing samples. Student writing samples will be reviewed and scored by the teacher. Progress will be determined monthly.	Principal, Assistant Principal, Language Arts Instructional Leader	Teachers will meet and review the writing data	Writing data
2	Students will participate in daily school wide journal writing program through homeroom	Principal and Language Arts Instructional Leader	Students will use composition notebooks to document their journal writing and administration will walk through to monitor	Composition Notebooks
3	Rubrics will be utilized to teach students grading criteria used to assess writing	Principal and Language Arts Instructional Leader	Monitor student writing samples scored using the rubric.	Teacher evaluation and feedback to student

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Based on the 2009 administration of the Writing FCAT data, given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 91% of students in grade nine will achieve a 4 or above on the FCAT Writing .	Writing rubric training	Language Arts Instructional Leader and Reading Coach	September, 2009	Monitor student writing samples scored using the rubric.	Principal, Language Arts Instructional Leader and Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
PTSA will be created and the members will be identified		A school-wide emphasis will be placed on parental and community involvement, the school will demonstrate 60 percent of parental involvement.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Encourage and promote parents to attend Open House Night, and Student Orientation events as evidenced by sign in sheets	Principal	Have parents sign in by providing sign in sheets at parental involvement meetings	Sign in sheets
2	Conduct PTSA and ESSAC drive to initiate parent, teacher, and student participation in the PTSA or ESSAC. Membership drives will be held at all orientation nights and parents will be encouraged to join and participate.	Principal and Assistant Principal	Enrollment of PTSA members and ESSAC members	Enrollment Sheets identifying parental roles with in PTSA and ESSAC
3	Utilize Connect Ed phone service and the school newspaper to invite parents to school sponsored activities and notify them of pertinent information.	Principal and Reading Coach	Analyze effectiveness of Connect Ed messages by observing percent of parents attending meetings. Reading Coach will issue a quarterly newspaper	Connect Ed and Newspaper

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00

Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00

Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
		Final Total: $0.00

End of Parent Involvement Goal

Other Goals

Graduation Goal:

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Law Enforcement Memorial High School will not have a graduating class until 2013. An analysis of the district data shows that 72% of senior high school seniors recieved a graduation diploma in the 2008-2009 school year. There is a need to increase the number of students that will graduate and recieve a high school diploma for the next school year.			Given the need to increase high school completion rate Law Enforcement High School will have 90% of students working towards High School diplomas.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Introduce students to career academies to ensure the opportunity to succeed in academic classes.	Raphael Villalobos and Adriana Gonzalez	Progress monitor students in given academies	Progress Monitoring Reports
2	Create a board od directors to assist students throughout their high school education.	Raphael Villalobos	Minutes taken during board meetings	Minutes Report
3	Monitor student progress	Raphael Villalobos and Lizbet Concepcion	State assessments and teacher assessments	FAIR assessment, Interim Assessments, and Baseline Benchmark Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	$0.00
		Total: $0.00

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Description of Resources	Funding Source	Available Amount
Reading	Jamestown Navigator	District Funding	$3,000.00
			Total: $3,000.00

Technology

Goal	Description of Resources	Funding Source	Available Amount
Reading	Computer Lab	Capitalized Software	$800.00
Mathematics	Cognitive Tutor	Capitalized Software	$600.00
			Total: $1,400.00

Professional Development

Goal	Description of Resources	Funding Source	Available Amount
Reading	Development of Instructional Focus Calendars in Reading	Professional Development	$2,000.00
Mathematics	Implementation of the Cognitive Tutor	District	$200.00
			Total: $2,200.00

Other

Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Total: $0.00
			Final Total: $6,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌘ Intervene	⌘ Correct II	⌘ Prevent II	⌘ Correct I	⌘ Prevent I	⌘ NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle 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.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Develop insentive plans to promote learning gains	500

Describe the Activities of the School Advisory Council for the Upcoming Year

The Educational Excellence School Advisory Council (EESAC) committee will receive on-going reports on the status of the implementation of the School Improvement Plan (SIP). The EESAC will review and approve the School Improvement Plan (SIP). The council will develop insentive plans to promote learning gains. They will monitor student achievement in every academc category including Math, Reading, Writing, and Science.

SAC Members

Members

1) Jeff Perlman,   SAC Chair

2) Ania Gary,   Student

3) Jude Bruno,   Student

4) Paul Padgett,   Teacher

5) Daniel Willson,   Teacher

6) Ariel Gollan,   Parent

7) Claudette McLean,   Parent

8) Alba Roman,   Parent

9) Luisa Fonte,   School Support Personnel

10) Rose Milian,   School Support Personnel

SAC Members

AYP DATA

SCHOOL GRADE DATA

School District 2008-2009	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District 2007-2008	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District 2006-2007	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
						3 ways to make gains:

% of Students Making Learning Gains	0%	0%				• Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	%	%				If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested