

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: YOUNG MENS ACADEMY FOR ACADEMIC AND CIVIC  
DEVELOPMENT AT MIAMI DOUGLAS MACARTHUR SOUTH SENIOR HIGH

District Name: Dade

Principal: Cynthia Valdes-Garcia

SAC Chair: Artis Miller

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 09-08-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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## VISION and MISSION STATEMENTS

The Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High School South (YMAACD@MacArthur South)

### VISION

Preparing our students to effectively function in a culturally diverse and complex society.

### MISSION

Achieving emotional, social, civic, and academic growth.

### CORE VALUES

Responsibility, Respect, Trust, Caring, Family

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Young Men's Academy for Academic and Civic Development (YMAACD) at Miami Douglas MacArthur Senior High School South (MacArthur South) is a Miami-Dade County Public Alternative School, a Title I school in Correct II status with no assigned grade. It is a single-gender male alternative education school with grades 6-12. Its new location for the 2009-2010 school year will be in the Naranja Area (13990 SW 264 Street, Homestead, Florida 33032). Miami Douglas MacArthur Senior High School South (MacArthur South) first opened in 1973 as an alternative high school serving at-risk students in grades 9 - 12. In 2007, the Miami Dade County Public Schools (MDCPS) Secondary School Reform initiative led to several innovations. The school was changed to a single gender academy, a 6th, 7th, and 8th grade was added, and it was renamed the Young Men's Academy for Academic and Civic Development. Students who commit serious infractions of the Secondary Code of Student Conduct are recommended for a disciplinary alternative education placement. These administratively assigned young men in lieu of expulsion, enter the school with severe behavioral, legal and /or attendance problems that have contributed to unsatisfactory performance, low standardized test scores, repeated grade detentions, and years of mounting academic deficiencies. MDCPS provides transportation for students whose homes are located across the entire southern section of the county. Many students are transported from as far as 45 miles each way to and from school. A significant factor that adversely affects achieving the goals of the Young Men's Academy for Academic and Civic Development at MacArthur South is student mobility. Administrative assignments are for a semester and such assignments may occur at any time during the school year. Additionally, students face many personal challenges in their pursuit of success. Some are entangled in the legal system, many are parents with family obligations, and many must work inordinate hours to meet basic needs. Given these many impediments, the students are to be commended for their determination to improve academically, and work towards a high school diploma. Although it may take students longer than their peers remaining at their home schools to reach graduation, the support and coaching of student services staff and faculty has resulted in 66.6% of students earning a standard high school diploma.

- Approximately 80% of the students do not plan to pursue a four-year post-secondary education and therefore must be offered workforce development skills.
- Approximately 20% of the graduating class enters military service, community colleges, or universities and 3% pursue scholarships to colleges or trades schools.
- The faculty and staff are comprised of an ethnically diverse group (40% Black, 29% White, 30% Hispanic, and 1% Asian). The school has one principal, one assistant principal, ten core teachers, six special education, and eight vocational/special areas/electives teachers. Additionally, there are five paraprofessionals, two guidance counselors, a school psychologist, a

behavior specialist, a trust counselor, a social worker, a reading coach, two community liaisons, a school resource specialist, and six school security monitors.

#### Unique School Strengths for Next Year

YMAACD@ MacArthur South will be open in a new location for 2009-2010 school year. The facility will have larger classrooms, a complete media center with a technology lab, an art media room, new administrative offices, new student services department, a parent resource center and a secured campus for the at-risk population.

After reviewing the raw data from the summative assessment of the 2009 FCAT, students from grade levels 6 through 9th have shown learning gains from 6% to 9% in Reading and 7% to 15% in Mathematics.

YMAACD@MacArthur South's faculty and staff retention rate is 90%

YMAACD@MacArthur South is a single gender school, that personalizes the student academics, infuses Service Learning projects, and as develop a Personal Improvement Plan

Utilization of credit recovery PLATO program to assist students in meeting high school graduation requirements and to promote to next grade level.

Implementation of Compass Learning program in language arts and mathematics classes. Utilization of program to create student academic portfolio monitoring plan.

A significant factor in reducing the student suspension rate by 13% has been the implementation of a comprehensive school wide behavior modification system. This accomplishment led the school to be named a Silver Model School for the State of Florida for "Positive Behavior School" for its progressive approach to student discipline.

YMAACD@ MacArthur South's principal, assistant principal, and teacher for special instruction successfully completed the requirements of the Superintendent Urban Program Initiative. The program honed the leadership skills of each of the participants and culminated with an internship opportunity. Both the assistant principal and teacher are now eligible to assume leadership position at the next administrative level. Participation in the program also enabled the principal and assistant principal to spend a week at Harvard University- Urban School Leaders Institute to attend professional development.

#### Unique School Weaknesses for Next Year

Several teachers' number of preps will increase for the 2009-2010 school year.

The students' performance levels are so spread out it is difficult to personalize each course by levels.

Due to the school district administrator school allocations, we lost one of the assistant principal in the 2008-2009 school year, increasing responsibilities (school operations, safety/discipline) to the other assistant principal responsible for curriculum and instruction.

There is a possibility, because of the transition from a middle class socio economic neighborhood to a low socio economic neighborhood, tension might increase and create an unstable safety and learning environment.

The transportation one way from home can be up to 50 miles. Students will have to be at the bus stop as early as 5:30 a.m. and return to their home after 4:30 p.m. almost two hours before school starts and after dismissal.

#### Student Demographics

The following represents basic demographics of our school:

- The Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High School South (YMAACD@MacArthur South) works with a diverse age group ranging from 11 to 22 years of age.
- The majority of the students 79% are from low socioeconomic backgrounds, and although most are English speaking 5% are classified as English Language Learners (ELL), many of their parents speak little English. The current profile is 38% Black, 57% Hispanic, 3% White, and 1% other.
- The student population is composed of 100% male.
- The number of the economically disadvantage students receiving free or reduced lunch assistance is 79%.
- Approximately 44% of the student population is Students with Disabilities (SWD), with 22% classified as Emotionally Behaviorally Disabled (EBD).
- Graduation rate ranges from 65-70%
- Data reflects that 57% of the 6th grade level students, 71% of the 7th grade level, 74% of the 8th grade level, 64% of the 9th grade level, 94% of the 10th grade level students are reading at a Level 1; while 29% of the 6th grade level, 18% of the 7th grade level, 16% of the 8th grade level, 33% of the 9th grade level, 6% of the 10th grade level students are reading at a Level 2; and 14% of the 6th grade level students, 11% of the 7th grade level, 9% of the 8th grade level, 3% of the 9th grade level, 0% of the 10th grade level students are reading at a Levels 3 or above

#### Student Attendance Rates

• YMAACD@MacArthur South compared to YMAACD@MacArthur North other MDCPS disciplinary school, our school led in the overall increase in student participation (attendance) for the 2008-2009 school year by 8%. The Attendance Data Trends for the total population of 08-09 school year 77.96% present, 07-08 school year 77.15% present increase by 0.81%, 06-07 school year 78.3% present, a small decline from previous years, however the student population increased by 11%. In comparison from previous years 06-07 to 05-06, the Young Men's Academy South did not have middle school students so data

can be distorted.

#### Student Mobility

- Students are administratively assigned in lieu of expulsion for an 18 week period (two nine weeks, only allowed to return to their home school after two successful nine weeks)
  - Students may travel up to 50 miles each way to and from school
  - Student mobility rate is 91% across the school district
- The school provides services for 23 high schools, and 36 middle schools across the school district.

#### Student Suspension Rates

- Comparing the 08-09 school year 354 students' suspensions to the 07-08 school year 407 students' suspensions, there was a decline in suspensions by 13%.
- A significant factor that led to the decrease in student suspension can be tribute to the implementation of the Positive Behavior Support program.

#### Student Retention Rates

- Prior to their assignment to the YMAACD@MacArthur South, 78% of the total student population have failed one or more grades placing them significantly behind in school credits.
- 44% of students will not be promoted to the next grade level for the 09-10 school year
- The school offers PLATO credit recovery courses, to assist students in meeting high school graduation requirements as well as for grade promotion status.

#### Class Size

- Alternative Education Teacher/Student ratio equals 1:15
- The lowest teacher/student ratio is 1:4, the highest is 1:18 in a class, and average class size is 11. EBD Middle School Unit 1:12, EBD High School 1:13, ESE Middle School Core 1:12, ESE Electives 1:8.

#### Academic Performance of Feeder Pattern

The alternative education centers do not follow a feeder pattern. YMAACD@MacArthur South provides alternative education services for 23 high schools, and 36 middle schools across the school district. School participates in regional meetings. Serving Population from the majority regular high schools' accountability grades are as follow:

- Miami Homestead Senior High School "D", AYP Status Correct II, Meeting High Standards 22% Reading, 51% in Mathematics, 76% in Writing, 25% in Science
- Miami Southridge Senior High School "F", AYP Status Correct II, Meeting High Standards 24% Reading, 54% in Mathematics, 76% in Writing, 25% in Science
- Miami South Dade Senior High School "C", AYP Status Correct II, Meeting High Standards 29% reading, 58% in Mathematics, 81% in Writing, 20% in Science
- G. Holmes Braddock Senior High School "C", AYP Status Correct II, Meeting High Standards 47% in Reading, 76% in Mathematics, 80% in Writing, 34% in Science
- Miami Sunset Senior High School "C", AYP Status Correct II, Meeting High Standards 22% reading, 51% in Mathematics, 76% in Writing, 25% in Science
- South Dade Senior "D", AYP Status Correct II, Meeting High Standards 29% in Reading, 58% in Mathematics, 81% in Writing, 20% in Science
- Miami Killian Senior High School "C", AYP Status Correct II, Meeting High Standards 48% in Reading, 78% in Mathematics, 79% in Writing, 41% in Science

Serving Population from the majority regular middle schools' accountability grades are as follow:

- Campbell Drive Middle School "C", AYP Status Correct II, Meeting High Standards 22% Reading, 51% in Mathematics, 76% in Writing, 25% in Science
- Homestead Middle "B", AYP Status Correct II, Meeting High Standards 22% Reading, 51% in Mathematics, 76% in Writing, 25% in Science
- Cutler Ridge Middle "C", AYP Status Correct II, Meeting High Standards 49% Reading, 47% in Mathematics, 86% in Writing, 25% in Science
- Redland Middle School "C", AYP Status Correct II, Meeting High Standards 45% Reading, 55% in Mathematics, 88% in Writing, 22% in Science
- Mays Middle Community School "C", AYP Status Correct II, Meeting High Standards 47% Reading, 55% in Mathematics, 88% in Writing, 22% in Science

#### Partnerships and Grants

The YMAACD@ MacArthur South will continue its strong partnerships with:

- \* Seymour Gelber Adult Daycare Center
- \* Sanford Weiner School of Opportunity
- \* Project Thrive
- \* Community Partnership for the Homeless, Inc.
- \* Art South
- \* South Chamber of Commerce
- \* Homestead Chamber of Commerce
- \* BJ's Wholesale
- \* Costco
- \* HSBC Bank

- \* Metro Bank
- \* Wachovia
- \* Community Bank
- \* Eastern Financial
- \* Ocean Reef Art Association
- \* Civitan Club
- \* DFYIT

Grants:

- \* Florida Learn and Serve Special Initiatives Grant
- \* Florida Learn and Serve Renewal Grant
- \* Florida Service Learning Leadership School Grant

The Young Men's Academy for Academic and Civic Development at MacArthur South collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-Risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated Instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

## 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 *
					Prior Performance Record (include prior School Grades, FCAT, and AYP information along with the associated school year) Assistant Principal at the Young Men's Academy for Academic and Civic Development at MacArthur South 2008-2009  School's Grade: Not Graded School is not eligible to be graded under the A+ plan.  % Meeting High Standards Reading Mastery: 7% Mathematics Mastery: 13% Science Mastery: 5% Writing Mastery: 56%  % Making Learning Gains in Reading: 31% By Grade Level 6th grade level 28% 7th grade level 38% 8th grade level 42% 9th grade level 37% 10th grade level 10%  % Making Learning Gains in Mathematics: 35% By Grade Level 6th grade level 7% 7th grade level 42% 8th grade level 49% 9th grade level 65% 10th grade level 10%  AYP School Status: NA %Meeting AYP Criteria: NA  Assistant Principal at the Young Men's Academy for Academic and Civic Development at MacArthur South 2007-

	Principal	Cynthia Valdes-Garcia	<p>Master's Degree in Educational Leadership, NOVA Southeastern University</p> <p>Bachelor in Science-Mathematics, NOVA Southeastern University &amp; Florida International University</p> <p>Educational Leadership K-12, Mathematics 6-12</p>	5	5	<p>2008</p> <p>School's Grade: Not Graded School is not eligible to be graded under the A+ plan.</p> <p>% Meeting High Standards Reading Mastery: 9% Mathematics Mastery: 22% Science Mastery: 3% Writing Mastery: 48%</p> <p>% Making Learning Gains in Reading: 32% By Grade Level 6th grade level 22% 7th grade level 33% 8th grade level 33% 9th grade level 30% 10th grade level 0%</p> <p>% Making Learning Gains in Mathematics: 16% By Grade Level 6th grade level 0% 7th grade level 5% 8th grade level 40% 9th grade level 15% 10th grade level 20%</p> <p>AYP School Status: NO %Meeting AYP Criteria: 59% Total Group, did not make AYP.</p> <p>Assistant Principal at the Young Men's Academy for Academic and Civic Development at MacArthur South 2006-2007</p> <p>School's Grade: Not Graded School does not have full data and is not eligible to be graded under the A+ plan.</p> <p>% Meeting High Standards Reading Mastery: 2% Mathematics Mastery: 30% Science Mastery: 0% Writing Mastery: 47%</p> <p>AYP School Status: NO %Meeting AYP Criteria: 72% Total Group, did not make AYP. School does not have any eligible subgroups.</p> <p>Assistant Principal at the Young Men's Academy for Academic and Civic Development at MacArthur South 2005-2006</p> <p>School's Grade: Progress % Meeting High Standards Reading Mastery: 4% Mathematics Mastery: 11% Science Mastery: 7% Writing Mastery: 65% 81% Improved performance in Writing by 1%</p> <p>% Making Learning Gains in Reading: 29%</p> <p>% Making Learning Gains in Mathematics: 23%</p> <p>Lowest 25% Reading Gains: 33%</p> <p>33% of struggling students made a year's worth of progress in Reading. AYP School Status: NO %Meeting AYP Criteria: 74% Total Group, did not make AYP. School does not have eligible subgroups.</p> <p>Assistant Principal at the Young Men's Academy for Academic and Civic Development at MacArthur South 2004-2005</p> <p>School's Grade: "F" % Meeting High Standards Reading Mastery: 2% Mathematics Mastery: 25% Science Mastery: NA Writing Mastery: 57% 86% Improved performance in Writing by 1%</p> <p>% Making Learning Gains in Reading: 27%</p> <p>% Making Learning Gains in Mathematics: 44%</p>
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						<p>Lowest 25% Reading Gains: 30%</p> <p>AYP School Status: NO %Meeting AYP Criteria: 59% Total Group, Black, F/R, did not make AYP.</p>
Assis Principal	Alejandro Morales	<p>Master's Degree in Science Education, NOVA Southeastern University,</p> <p>Certification in Educational Leadership</p> <p>Bachelor in Science Education BARRY University</p>	8	1		<p>Prior Performance Record (include prior School Grades, FCAT, and AYP information along with the associated school year) Assistant Principal at the Young Men's Academy for Academic and Civic Development at MacArthur South 2008-2009</p> <p>School's Grade: Not Graded School is not eligible to be graded under the A+ plan.</p> <p>% Meeting High Standards Reading Mastery: 7% Mathematics Mastery: 13% Science Mastery: 5% Writing Mastery: 56%</p> <p>% Making Learning Gains in Reading: 31% By Grade Level 6th grade level 28% 7th grade level 38% 8th grade level 42% 9th grade level 37% 10th grade level 10%</p> <p>% Making Learning Gains in Mathematics: 35% By Grade Level 6th grade level 7% 7th grade level 42% 8th grade level 49% 9th grade level 65% 10th grade level 10%</p> <p>AYP School Status: NA %Meeting AYP Criteria: NA</p> <p>Assistant Principal at the Young Men's Academy for Academic and Civic Development at MacArthur South 2007-2008</p> <p>School's Grade: Not Graded School is not eligible to be graded under the A+ plan.</p> <p>% Meeting High Standards Reading Mastery: 9% Mathematics Mastery: 22% Science Mastery: 3% Writing Mastery: 48%</p> <p>% Making Learning Gains in Reading: 32% By Grade Level 6th grade level 22% 7th grade level 33% 8th grade level 33% 9th grade level 30% 10th grade level 0% % Making Learning Gains in Mathematics: 16% By Grade Level 6th grade level 0% 7th grade level 5% 8th grade level 40% 9th grade level 15% 10th grade level 20%</p> <p>AYP School Status: NO %Meeting AYP Criteria: 59% Total Group, did not make AYP.</p>

\* 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 *
					<p>Reading Coach at the Young Men's Academy for Academic and Civic Development at MacArthur South 2008-2009</p> <p>School's Grade: Not Graded School is not eligible to be graded under the A+ plan.</p> <p>% Meeting High Standards Reading Mastery: 7%</p>

Reading Coach	Teresa Miro-Judges	Bachelor's Degree in Secondary English, Florida International University English 6-12, Reading Endorsement K-12	8	4	<p>Writing Mastery: 56%</p> <p>% Making Learning Gains in Reading: 31% By Grade Level 6th grade level 28% 7th grade level 38% 8th grade level 42% 9th grade level 37% 10th grade level 10%</p> <p>AYP School Status: NA %Meeting AYP Criteria: NA</p> <p>Reading Coach at the Young Men's Academy for Academic and Civic Development at MacArthur South 2007-2008</p> <p>School's Grade: Not Graded School is not eligible to be graded under the A+ plan.</p> <p>% Meeting High Standards Reading Mastery: 9% Writing Mastery: 48%</p> <p>% Making Learning Gains in Reading: 32% By Grade Level 6th grade level 22% 7th grade level 33% 8th grade level 33% 9th grade level 30% 10th grade level 0%</p> <p>AYP School Status: NO %Meeting AYP Criteria: 59% Total Group, did not make AYP.</p> <p>Reading Coach at the Young Men's Academy for Academic and Civic Development at MacArthur South 2006-2007</p> <p>School's Grade: Not Graded School does not have full data and is not eligible to be graded under the A+ plan. % Meeting High Standards Reading Mastery: 2% Writing Mastery: 47%</p> <p>AYP School Status: NO %Meeting AYP Criteria: 72% Total Group, did not make AYP. School does not have any eligible subgroups.</p>
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\* 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)
A New Teacher Orientation Meeting with Principal	Principal Assistant Principal		NA, no new teacher at site
Reception at Opening of School Faculty Meeting	Principal Assistant Principal	August 2009	
Training facilitated by teachers on the IPEGS	Principal Assistant Principal Teachers	September 2009	
Mentoring and induction of New Teachers (MINT) meetings and activities	Principal Assistant Principal		NA, no new teacher at site
Ongoing opportunities for peer collaboration, joint decision-making, committee work and school wide social clubs and events.	Principal Assistant Principal Teachers	June 2010	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Tina Hoo-Carroll	ESE K-12	Consultative ESE Model	Ms. Hoo-Carroll will be taking the certification exam in the area of English 6-12. Ms. Hoo-Carroll is partnered with Ms. De La Cal, Language Arts Department Chair.
			Mr. Llorens will be taking

Luis Llorens	ESE K-12	ESE Middle School Math and Social Studies	the certification exam in the area of Social Science 6-12. Mr. Llorens is partnered with Ms. Haber, Mathematics Department Chair.
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### 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
34	0	10	11	14	19	12	0	2	3

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

#### Note: For Title I schools only

##### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

##### Title I, Part C- Migrant

YMAACD@MacArthur South, provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

##### Title I, Part D

N/A

##### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

##### Title III

N/A

##### Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements



• Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools each school is provided a video and curriculum manual a contest is sponsored by the homeless trust a community organization.

#### Supplemental Academic Instruction (SAI)

The YMAACD@ MacArthur South will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and Trust Specialist.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists and Safe School Specialists is also a component of this program.
- The Safe School Specialists provide training and follow-up activities to all school staff in areas of violence prevention, stress management, and crisis management.
- Trust Specialist focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis.
- The School Resource Specialist assists in monitoring the safety of the school, and plays a major role in facilitating meetings with the law enforcement (Gang Unit) and the school.

#### Nutrition Programs

The YMAACD@ MacArthur South offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

The Trust Counselor will conduct workshops and sessions for students on substance abuse, violence prevention and other areas of need. The Trust Counselor will also continue to attend District workshops and trainings on alternative intervention and mediation strategies.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

High school completion courses are available to all eligible YMAACD @ MacArthur South students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Southwest Adult and YMAACD South work together in assisting these students to complete graduation requirements.

#### Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers in Auto Mechanics and Culinary Arts, and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4-year postsecondary degrees. Middle school students have the unique exposure to the vocational programs.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

#### Job Training

This is addressed in an individual basis, as each student is registered in a work experience course. Students' explore career opportunities and are assisted by the teacher in finding a job or receiving training in a field of interest.

#### Other

The YMAACD@ MacArthur South has established a monthly "Parent Support Network" evening meeting, to inform and support parents regarding academic, emotional, social challenges that their children are facing. The main goal of this "Parent Support Network" is to build a support system among parents and the faculty/staff at the school.

One of the Community Liaisons will continue to meet with parents, in order to address students' needs in the judicial system.

The Social Worker will make parent telephone/e-mail contacts and home visits in order to assist with student attendance and academic progress.

The Student Services Department will provide assistance and inform parents of services that will assist them in monitoring attendance, academic progress and counseling services with agencies outside the school.

#### Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

#### School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and recapture teaching practices to establish quality school environments.

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

Team: Principal, Assistant Principal, Reading Coach, Math Coach, Student Service Personnel (School Psychologist, Guidance Counselors, Trust Counselor, Social Worker), Behavior Management Therapist, and SPED Chair

Principal/Assistant Principal: ensures the commitment to the school's vision and mission statement, uses databased decision-making in the best interest of the at-risk population, communicates with all stakeholders, empowers the team to provide adequate support to teachers, students and parents, and allocate resources.

Reading and Mathematics Coaches: develop, communicate, model, and evaluate the instructional/curriculum, assists administration in the monitoring of school wide strategies, facilitates and supports data collection, assist in the development of SIP, facilitates and participate in professional development and provides support in the implementation of benchmark assessments, data disaggregation, and enrichment/tutorial assistance.

Student Services Personnel/BMT/SPED Chair: supports administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

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

RtI Leadership Team, which is also known as the school's PST-Problem Solving Team, will meet every Wednesday and the focus of each meeting begins on how the team can provide support, to the instructional and behavioral process at the school. The school psychologist solicits teachers concerns on specific students' academic deficiencies, attendance, and behavioral issues. As a team we evaluate each student, develop a plan of action to address the needs of the at-risk student, the following meeting the assigned team member provides follow-up feedback, and as a team an the intervention plan is monitored (solicit feedback from teachers and parents). In addition, the RtI initiative in which all the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.

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

The RtI Leadership team met with the Educational Excellence School Advisory Council (EESAC) and the administration to review and develop the SIP. The RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Administration will monitor the fidelity of the delivery of instruction and intervention. The RtI Leadership Team will provide levels of support; interventions to students based on the data and modify the instructional plan.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of at-risk students
- adjust the interventions of the behavior management system, known at the school as PBS-Positive Behavior Support
- utilization of adequate allocations of school-based resources
- drive decisions regarding targeted professional development
- create and monitor student progression portfolio, and personal improvement plan

Managed data will include:

##### Academic

- Test Talks with students 2009 FCAT results
- Baseline Assessments
- Interim Assessments
- Benchmark Assessments
- Reading Assessments (FAIR, ORF, Reading Programs)
- State/District Math and Science Assessments
- 2010 FCAT
- Student academic performances/progress

##### Behavior

- Student Case Management System (Suspensions/Expulsions, Disciplinary Actions)
- Positive Behavior Support Student Participation
- Referrals by student behavior, staff behavior, and administrative context
- Team climate survey
- Attendance

Referrals to psychological evaluation program

Describe the plan to train staff on RtI.

The district professional development and support will include:

- training for all administrators in the RtI problem solving, data analysis process
- provide support for school staff to understand basic RtI principles and procedures

### 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?

After reviewing the summative data of the 2009 FCAT:

(6%) of tenth grade students passed the 2009 FCAT Reading Assessment,  
(25%) of tenth grade students passed the 2009 FCAT Mathematics Assessment,  
(40%) of the lower 25% of students made learning gains in Reading and  
(27%) of the lower 25% students made learning gain in Mathematics.

(41%) of students made learning gains in Mathematics,  
(38%) meeting high standards in Reading,  
(13%) meeting high standards in Mathematics,  
(0% of the 8th graders and 20 % of the 11th graders) meeting high standards in Science,  
(56% of the 8th graders and 55% of the 10th grader) meeting high standards in Writing.

Data by grade levels, cluster/strands, strengths and weakness indicate the following:

#### READING

10th Grade Level:

Reading Content Cluster/Strands Strengths: Main Idea / Author's Purpose

Reading Content Cluster/Strands Weakness: Reference / Research

9th Grade Level:

Reading Content Cluster/Strands Strengths: Comparison / Contrast

Reading Content Cluster/Strands Weakness: Reference / Research

8th Grade Level:

Reading Content Cluster/Strands Strengths: Reference/Research

Reading Content Cluster/Strands Weakness: Comparison/Contrast

7th Grade Level:

Reading Content Cluster/Strands Strengths: Main Idea/Author's Purpose

Reading Content Cluster/Strands Weakness: Words/Phrases

6th Grade Level:

Reading Content Cluster/Strands Strengths: Main Idea/Author's Purpose and Comparison/Contrast

Reading Content Cluster/Strands Weakness: Reference/Research

#### MATHEMATICS

10th Grade Level:

Mathematics Content Cluster/Strands Strengths: Algebraic Thinking

Mathematics Content Cluster/Strands Weaknesses: Geometry

9th Grade Level:

Mathematics Content Cluster/Strands Strengths: Algebraic Thinking

Mathematics Content Cluster/Strands Weaknesses: Measurement

8th Grade Level:

Mathematics Content Cluster/Strands Strengths: Number Sense

Mathematics Content Cluster/Strands Weaknesses: Measurement, Geometry, Algebraic Thinking

7th Grade Level:

Mathematics Content Cluster/Strands Strengths: Data Analysis

Mathematics Content Cluster/Strands Weaknesses: Measurement, Geometry, Algebraic Thinking

6th Grade Level:

Mathematics Content Cluster/Strands Strengths: Geometry

Mathematics Content Cluster/Strands Weaknesses: Number Sense, Measurement, Algebraic Thinking

#### SCIENCE

11th Grade Level:

Science Content Cluster/Strands Strengths: Earth and Space Science

Science Content Cluster/Strands Weaknesses: Physical and Chemical Science

8th Grade Level:

Science Content Cluster/Strands Strengths: Physical and Chemical Science, Life and Environmental Science, Scientific Thinking

Science Content Cluster/Strands Weaknesses: Earth and Space Science

#### Instructional Calendar Development

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

During the planning process, the data team disaggregates the 2009 FCAT scores during the month of June and July. Next, the team developed an instructional timeline for reading, writing, mathematics, and science, creates the Instructional Focus Calendars based on the duration of instruction for each benchmark, and determines the time allotted and activities for the first nine weeks August-October. The IFCs are developed for 2nd nine weeks October-January based on the baseline, tri-weekly benchmark assessments and interim assessments students results.

Teachers will be responsible to implement instructional focus as a whole group lesson and small group/differentiated instruction.

After analyzing the assessments tied to the benchmarks, it is determine if criteria of mastery is met on benchmark assessments, evaluate the school as a group, adjustments are made then the data team develops the FCAT Crunch Plan, which are infused in an eight week timeline prior to the 2010 FCAT assessment.

Administration will develop a visitation schedule for all classrooms to ensure fidelity of the implementation of IFCs, evaluate lesson plans to ensure infusion of benchmarks in curriculum and instruction, and conduct Data Talks with teachers to discuss students and class progress.

Those teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have coach model lessons, and have a mentor assigned to them in the subject area.

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

Priority Focus will be given as follow:

Reading: Reference and Research was the least proficient cluster/strand

Writing: Conventions was the least proficient cluster/strand

Mathematics: Measurement was the least proficient cluster/strand

Science: Earth Space Science was the least proficient cluster/strand

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

The Master Schedule is developed by a team (assistant principal and two guidance counselors) at the Young Men's Academy for Academic and Civic Development at Miami Douglas MacArthur Senior High Schools South(YMAACD@MacArthur South) and is completed after the summative data of the FCAT is disaggregated. The strongest teachers in each subject area are placed in the intensive courses in Reading, Writing, Mathematics, and Science.

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

At the YMAACD@MacArthur South, offers an array of electives and vocational courses such as: art, service learning, physical education, weight training, personal fitness, auto mechanics, woodshop, framing, culinary arts, business technology, and career study. These courses implement reading, writing, mathematical and science skills needed to master the FCAT.

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?

In addition to the mentioned courses above, guidance counselors meet with students individually, to discuss the graduation requirements and course of preference for each school year. Due to the nature of the at-risk setting, the school personalizes the learning environment for each student, and develops/guides each student to complete a personal improvement plan.

DO

Direct the Instructional Focus

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

Departments meet on a monthly basis to discuss lesson plans, evaluate each students' academic, behavior, and attendance progress. Best sharing practices will be demonstrated monthly during the faculty and department meetings to share student work.

How are instructional focus lessons developed and delivered?

All instructional focus lessons are developed by the reading and math coaches. Materials and instructions of focused lesson are delivered to teachers a week in advance. The activities are implemented the first 15 minutes of each language arts and mathematics class, and students are assessed tri-weekly.

How will instructional focus lessons be revised and monitored?

The instructional leader of the school the principal and designees will monitor the delivery of instructional focus lessons. The coaches will meet with instructional personnel to ensure lessons meet the needs of at-risk students and revise lessons on a need basis.

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.

At the beginning of the school year teachers will administered the baseline assessments.

Based on the instructional focus calendars, lessons will be delivered in classroom settings, the use of compass learning program benchmark activities will be implemented, and then students will be assessed on the benchmark on a tri-weekly period.

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

After reviewing assessment scores those students at mastery level 72% or above will receive enrichment exercises. Students below mastery level will be provided with tutorial services. The team feels that students' need a lower standard in mastery level with a minimum passing score, and at this factor it can eliminate some frustrations among students.

Maintenance

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

Students at and above mastery level will receive opportunities to enhance or enrich current skills by using the Compass Learning benchmark skills activities and supplemental activities to reinforce skills within the classroom. After each assessment, students will chart and discuss their data with teachers.

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.

YMAACD@MacArthur South will establish Data Talk time between administration and teachers to discuss student performance after each interim assessments.

The established Test Talks time between teacher and students beginning with the 2009 FCAT results, baseline assessments followed by monthly meetings to establish mastery levels after benchmark assessments.

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.

Administration will monitor instructional lessons by classroom visitations to ensure teachers are exhibiting a connection to the benchmarks and clusters identified in the instructional focus calendar.

Establish departmental meetings to discuss the use of Instructional Focus Calendars and implementation/intervention strategies.

Display student work exhibiting the coverage of the benchmark and have students graph assessments results in the student portfolios.

ACT

Supplemental and Intensive Instruction/Interventions

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

Use assessments such as Baseline, Interim and school developed on-going informal assessments to identify mastery and non-mastery students.

Utilize assessments to re-teach areas of weakness in the class.

Analyze student answers to understand if student reached a level of comprehension both on the passage/problem and question.

Implement the use of FCAT tips in classroom.

Provide faculty with different formats of setting up assessments that encourage critical thinking skills as well as covering the content.

Encourage testing formats that enhance critical thinking implemented in exams

Provide one to one tutorial for students who are high risk.

Peer tutoring high school with middle school students.

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

Resources from state adopted textbooks, FCAT tested released questions, utilization of computerized programs (FCAT Explorer, Compass Learning, PLATO fast track skills). Teachers will share best practices during faculty and department meetings and integrate some of the strategies learned in their lessons.

Create a pull out program that identifies the weakest students in a given classroom to provide the additional remediation needed to help students achieve remediation.

Create a system that monitors the assessments used in the tutorial programs to provide the teachers with feedback.

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

Professional development is an on-going part of equipping teachers with updated research-based teaching strategies that strengthen instructional delivery. The PD Liaison works with the Assistant Principal of Curriculum to plan for professional development after analyzing the results of a needs survey and data talks. Professional development is conducted on district-wide Early Release Days and during monthly faculty meetings.

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

In order to better address the needs of the at-risk population morning, afternoon, and pullout tutorials will be set up throughout the year. The focus of the tutorial will be based on the individual needs of all students based on data collected from classwork assignments and assessments given throughout the year.

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

Instructional personnel that provides tutoring for each student will maintain a log, monitor student work in classroom by keeping an open dialogue with teachers and analyze students assessments results to determine if progress is being made.

Review student portfolios for each program being implemented to analyze effectiveness and will portfolios will be housed in the media center.

Enrichment

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

Students at and above mastery level will receive opportunities to enhance or enrich current skills by using the Compass Learning benchmark skills activities and supplemental activities to reinforce skills within the classroom. Participation in Serving Learning projects will be an additional activity.

Describe how students are identified for enrichment strategies.

Students who meet above a 85% mastery level for each benchmark assessments, interim assessments, completed assignment, course assessments with evidence of content knowledge.

## 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)
The Professional Development Liaison (PDL) will be trained prior to the opening of the 2009-2010 school year	Returning PDL's have received training and new PDLs will receive training in order to train multiple teams of PLC	Once the focus and group dynamics of PLC have been determined, the PDL will propose a course (school-based	Once the focus and group dynamics of PLC have been determined, the PDL will propose a	The PDL will be offered training in Lesson Study

and again in the Fall during the Professional Development Day October 19, 2009. This training will include the variety of ways to organize a PLC at their work location.  Single Gender Male 6-12, PLC	Leaders at each work location. The teams may be comprised of a Principal/Assistant Principal, Department Head, and/or subject area specialist, to name a few.  Interested parties will be core teachers and administration	component 7-507-309) and then a session that is customized for the specific PLC that will be proposed. The session is where the meeting dates, location and times are submitted for approval.  Once a Month, the 4th Tuesday	course (school based component 7-507-309) and then a session that is customized for the specific PLC that will be proposed. The session is where the meeting dates, location and times are submitted for approval. During Lunch or After School Media Center	prior to the opening of school and again in the Fall-2009. Previous trainings have included Book Study, Tuning Protocol and Examining Work. New PDL's will receive additional training in these topics so they may prepare their school sites for these protocols. Tuning Protocol for the single gender male population
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## NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#) (Uploaded on 8/27/2009 10:15:46 AM)
- Public School Choice with Transportation (CWT) Notification  
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#) (Uploaded on 8/27/2009 10:15:57 AM)
- Notification of (School in Need of Improvement) SINI Status  
[Show Attached Supplemental Educational Services \(SES\) Notification](#) (Uploaded on 8/27/2009 10:16:07 AM)

## Pre-School Transition

Does not apply.

## Postsecondary Transition

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

Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. School-site Student Services professionals implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school and succeeding in post-secondary academic institutions.

Collaboration with Miami Dade College with the 11th and 12th grade level students

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and post secondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or school.



## 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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 11% of students achieved mastery on the 2009 administration of the 2009 FCAT Reading Test.		Objective Linked to Area of Improvement		
This represents a decrease of 1% compared to the 12% who achieved mastery in 2008		Given the instruction using the Sunshine State Standards, 72% of the students in grades 6-8 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	1. Provide one on one tutoring in the Media Center computer lab to focus on students' reading deficiencies.	1. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	1. Review results from assessments to gauge tutoring according to their individual learning needs.	1. Mini - Benchmark, District, and State Assessment results.
2	Infusion of the Compass Learning Program in Language Arts classes and monitor students' academic portfolios.	Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	All lesson plans will be reviewed during classroom walkthroughs and monitored for the incorporation for Compass Learning Program.	Pre and Post Test results and the Benchmark Assessments.
3	Utilize the Instructional Focus Calendar across the curriculum including mini-assessments throughout the year.	Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs.	Mini - Benchmark, District, and State Assessment results.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9-10, 2% of students achieved mastery on the 2009 administration of the 2009 FCAT Reading Test.		Objective Linked to Area of Improvement		
This represents a decrease of 6% compared to the 8% who achieved mastery in 2008.		Given the instruction using the Sunshine State Standards, 72% of the students in grades 9-10 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	Provide one on one tutoring in the Media Center computer lab to focus on students' reading deficiencies.	Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	Review results from assessments to gauge tutoring according to their individual learning needs.	Mini - Benchmark, District, and State Assessment results.
2	Integrate FCAT Reading strategies across the curriculum.	Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	All lesson plans will be reviewed during classroom walkthroughs and monitored for the incorporation for FCAT Reading Strategies.	Mini - Benchmark, District, and State Assessment results.
3	Utilize the Instructional Focus Calendar across the curriculum including mini-assessments throughout the year.	Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs.	Mini - Benchmark, District, and State Assessment results.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the FCAT Reading Test 40% of the bottom quartile made learning gains.		Given the instruction using the Sunshine State Standards, 72% of the students in grades 6-10 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	1. Incorporate a variety of activities working with sets of words that are semantically related such as root word activities. 2. Increase the use of graphic organizers in lessons to facilitate inference-learning skills. 3. Infuse CRISS Strategies to support the concept of Research and Reference skills.	1. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach. 2. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach. 3. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	1. Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs 2. Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs 3. Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs	1. Mini -Benchmark, District, and State Assessment results. 2. Mini -Benchmark, District and State Assessment results 3. Mini -Benchmark, District, and State Assessment results.
2	1. Infuse CRISS Strategies to support the Sunshine State Standards in Language Arts / Reading classes. 2. Provide all students with a variety of texts. 3. Utilize the Instructional Focus Calendar across the curriculum including mini-assessments throughout the year.	1. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach. 2. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach. 3. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	1. Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs 2. Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs 3. Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs	1. Mini -Benchmark, Teacher created District and State Assessment results. 2. Mini -Benchmark, Teacher created District and State Assessment results. 3. Mini -Benchmark, Teacher created District and State Assessment results.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading results students in grades 6-10 showed decrease in proficiency in various cluster/strands.		Given the instruction using the Sunshine State Standards, 72% of the Economically Disadvantage students in grades 6-10 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	1. Infuse CRISS Strategies to support the Sunshine State Standards in Language Arts / Reading classes.	1. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	1. Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs	1. Mini -Benchmark, Teacher created District and State Assessment results.
2	2. Provide all students with a variety of texts.	2. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	2. Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs	2. Mini -Benchmark, Teacher created District and State Assessment results.
3	3. Utilize the Instructional Focus Calendar across the curriculum including mini-assessments throughout the year.	3. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	3. Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs	3. Mini -Benchmark, Teacher created District and State Assessment results.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-10, 2% of students achieved mastery on the 2009 administration of the 2009 FCAT Reading Test.  This represents a decrease of 9% compared to the 20% who achieved mastery in 2008.		Given the instruction using the Sunshine State Standards, 72% of the Hispanic students in grades 6-10 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	Provide one on one tutoring	Principal, Assistant	Review results from	Pre and Post Test results

	in the Media Center computer lab to focus on students' reading deficiencies.	Principal, Language Arts / Reading Chair, Reading Coach.	assessments to gauge tutoring according to their individual learning needs.	and the Benchmark Assignments.
2	Infusion of the Compass Learning Program in Language Arts classes and monitor students' academic portfolios.	Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	All lesson plans will be reviewed during classroom walkthroughs and monitored for the incorporation for Compass Learning Program.	Pre and Post Test results and the Benchmark Assignments.
3	Utilize the Instructional Focus Calendar across the curriculum including mini-assessments throughout the year.	Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	Administrators will be aware of the IFC and monitor implementation through classroom walkthroughs.	Mini -Benchmark, District, and State Assessment results.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 6-8, 72% of the students will achieve mastery for the reading on the 2010 FCAT Reading Test.	Effective implementation of the Instructional Focus Calendar.	Reading Coach, All subject area Teachers	August 2009	Lesson Plans, Classroom visits	Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.
In grades 9-10, 68% of students will achieve learning gains on the 2010 administration of the FCAT Reading Test.	Effective use of the Reading Coach's time	District Language Arts Supervisor	2009 – 2010 School Year	The weekly Reading Coach log shared with Principal and Reading Coach.	Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.
Increase the percentage of 6th – 10th grade students scoring at or above a Level 3.	Effective use of graphic organizers and CRISS Strategies.	Reading Coach, Language Arts/Reading Chair	2009 – 2010 School Year	Lesson Plans, Classroom visits	Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.

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

The Reading Coach will provide the Instruction Focus Calendar to all teachers across the curriculum and monitor the implementation of the Sunshine State Standards highlighted each week. In addition, the Reading Coach will provide core classes exercises to build on Reading benchmarks by using CRISS Strategies vocabulary knowledge and usage.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Compass Learning	District Funds	\$10,000.00
FAIR Assessment	District Fund	\$0.00
		Total: \$10,000.00
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: \$10,000.00

## 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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-10, 13% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a decrease of 13% compared to 26% who achieved mastery in 2008.		Given instruction using the sunshine State Standards, 74% of students in grades 6-10 will achieve mastery on the 2010 administration of FCAT mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement common board configurations including objectives, essential questions (problem of the day), date, agenda, and home learning assignment.	1. Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chairperson, Mathematics Teachers	1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1. Reports generated from walkthroughs.
2	2. Increase the use of manipulative and hands-on activities to reinforce mathematics concepts.	2. Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chairperson, Mathematics Teachers	2. Math Coach and Department Chairperson will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	2. Progress of students on assessments.
3	3. Utilize the Mathematics Instructional Focus Calendar across the curriculum including mini-assessments every three weeks and dedicated time for intervention and enrichment.	3. Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chairperson, Mathematics Teachers	3. All first period teachers will maintain student test portfolios.	3. Progress of students on tri-weekly assessments, interims, and FCAT.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 27% of the bottom quartile showed learning gains.		Given instruction, using the sunshine State Standards, 75% or more of the bottom quartile will make learning gains on the 2010 Mathematics FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks.	1. Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chairperson, Mathematics Teachers	1. Teachers will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessments).	1. Progress of student on Compass Learning reports.
2	2. Plan supplemental instruction/intervention for students not responding to core instruction. Supplemental instruction is provide in addition to core instruction.	2. Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chairperson, Mathematics Teachers	2. Teachers will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessment).	2. Progress of student on Compass Learning reports.

3	3. Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core instruction.	3. Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chairperson, Mathematics Teachers	3. Teachers will review results from weekly reports to determine progress toward benchmark (75% on common assessment).	3. Progress of student on Compass Learning reports and evidence of improvement in student work.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-10, 13% of the Hispanic students achieved mastery on the 2009 administration of the FCAT Mathematics Test. 86% of the Economically Disadvantaged students are below grade level in mathematics.		Given instruction using the sunshine State Standards, 74% of the Economically Disadvantaged students in grades 6-10 will achieve mastery on the 2010 administration of FCAT mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize the Mathematics Instructional Focus Calendar across the curriculum including mini-assessments every three weeks and dedicated time for intervention and enrichment.	1. Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chairperson, Mathematics Teachers, Media Specialist	Maintain student data portfolios in the Media Center.	1. Progress of students on tri-weekly assessments, interims, and FCAT.
2	2. Student grade level data chat orientation.	1. Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chair, Media Specialist, Student Services Department	2. Maintain a log in student portfolios in the Media Center.	2. Data Chats with students using their assessments test results.
3	3. Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core instruction.	3. Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chairperson, Mathematics Teachers, Media Specialist, Student Services Department	3. Data Team will review results from weekly reports to determine progress toward benchmark (75% on common assessment).	3. Progress of students on assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-10, 18% of the Hispanic students achieved mastery on the 2009 administration of the FCAT Mathematics Test. 82% of the Hispanic students are below grade level in mathematics.		Given instruction using the sunshine State Standards, 74% of the Hispanic students in grades 6-10 will achieve mastery on the 2010 administration of FCAT mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize the Mathematics Instructional Focus Calendar across the curriculum including mini-assessments every three weeks and dedicated time for intervention and enrichment.	1. Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chairperson, Mathematics Teachers, Media Specialist	Maintain student data portfolios in the Media Center.	1. Progress of students on tri-weekly assessments, interims, and FCAT.
2	2. Student grade level data chat orientation.	2. Principal, Assistant Principal, Mathematics Coach, Mathematics Department Chair, Media Specialist, Student Services Department	2. Maintain a log in student portfolios in the Media Center.	2. Data Chats with students using their assessments test results.
3	3. Plan targeted intervention for students not responding to core plus	3. Principal, Assistant Principal, Mathematics Coach, Mathematics	3. Data Team will review results from weekly reports to determine progress	3. Data Chats with students using their assessments test results.

supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based and provided in addition to core instruction.	Department Chairperson, Mathematics Teachers, Media Specialist, Student Services Department	toward benchmark (75% on common assessment).
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 6-10, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective implementation of the Instructional Focus Calendar	Mathematics Coach	August 2009	Modeling of Lessons Peer classroom visitation	Principal, Assistant Principal, Mathematics Coach
In grades 6-10, 74% of students will achieved mastery on the 2010 administration of the FCAT Mathematics Test.	Effective use of manipulative and hands-on activities	Mathematics Teachers	September 2010	Observation of center use and documentation in lesson plans	Principal, Assistant Principal, Mathematics Coach
In grades 6-10, 75% or more of the bottom quartile will make learning gains on the 2010 Mathematics FCAT.	Effective implementation of Differentiated Instruction (CRISS strategies, rotational model and cooperative learning, etc.).	District Mathematics Supervisor	All Mathematics teachers will participate in differentiated instruction training by October 2009.	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training in using evidence-based instruction/interventions within the mathematics blocks.	District Mathematics Supervisor, Principal, Assistant Principal, Mathematics Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1. Manipulative and various math supplies. 2. Tutoring	Title I	\$20,000.00
		Total: \$20,000.00
Technology		
Description of Resources	Funding Source	Available Amount
1. Compass Learning 2. Plato 3. FCAT Explorer 4. Riverdeep Destination Success	1. District 2. District 3. State 4. District	\$10,000.00
		Total: \$10,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary coverage for Professional Development	School's discretionary fund	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$31,000.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 25% of the eleventh graders achieved level three. This represents an increase of 17% compared to 8% who achieved level three in 2008.		Given instruction using the Sunshine State Standards, 50% of the eleventh grade 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	1. Utilize hands-on laboratory experiments two times per week.	1. Principal, Assistant Principal, Science Chairperson	1. The hands-on activities will be monitored by the Principal.	1. Improvement on the science mini-assessments.
2	2. Provide real-world science experiences and engaging activities.	2. Principal, Assistant Principal, Science Chairperson	2. Teachers will require students to read a science article twice a week for homework. Science chairperson and Assistant Principal will review homework log consistently.	2. Improvement on the science mini-assessments.
3	3. Students not responding to core plus supplemental instruction will receive targeted intervention developed through the use of problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	3. Science Teachers, Science Department Chair	3. Grade-level teams will review results of common assessment data to determine progress toward benchmark (75% on common assessments).	3. Common assessments tied to Florida Science Standards administered weekly.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Science data, 0% of the eighth graders scored at level three or above. This is a decrease of 2% from 2% of 8th grader students who scored Level 3 or above in 2008.		Given instruction using the Sunshine State Standards, 50% of eighth grade 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	1. All students will complete hands-on lab activities weekly and use a common lab report format to document hands-on investigations.	1. Science Teachers, Science Department Chair	1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	1. Common assessments tied to Florida Science Standards administered weekly.
2	2. Students not responding adequately to core instruction will be provided supplemental, small group science instruction twice per week for 30 minutes during school tutorial sessions.	2. Science Department Chair	2. Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessments).	2. Common assessments tied to Florida Science Standards administered weekly.
3	3. Students not responding to core plus supplemental instruction will receive targeted intervention developed through the use of problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	3. Science Teachers, Science Department Chair	3. Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark (75% on common assessments).	3. Common assessments tied to Florida Science Standards administered weekly.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
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Given instruction based on the Sunshine State Standards, 50% of the eleventh grade students will score at level three or above on the 2010 FCAT Science Assessment.	1. Florida's Continuous Improvement Model Training	DOE Specialist	August 2009	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed.	Principal, Assistant Principal Science Department Chairperson
Given instruction based on the Sunshine State Standards, 50% of the eighth grade students will score at level three or above on the 2010 FCAT Science Assessment.	2. Effective Instruction in Science using 5E Model	District Science Specialist	September 2009	Assistant Principal will attend the training and ensure strategies are implemented	Assistant Principal

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
Temporary Coverage for Professional Development	District	\$1,500.00
Total: \$1,500.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,500.00		

*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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 56% the students in 8th grade scored level 3.5 or above in writing. This represents a 3% increase compared to 53% from 2008.		1. Given instruction based on the Sunshine State Standards, 8th grade students will improve their writing as evidenced by one percentage (1%) point achieve a 4.0 or above on the 2010 FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Integrate FCAT Writing strategies across the curriculum.	1. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	1. Administration will monitor revision and editing process by reviewing student drafts.	1. Pre/Post and Practice FCAT Writes Tests, Writing Portfolios.
2	2. Train and refresh all faculty on the use of FCAT Writing style prompts and the use of FCAT Writing Rubric.	2. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	2. A school wide consistent method of saving student work will be established. During the class period, students will place their writings in their student files so that principal may look through the students' writing progress.	2. Progress monitoring between the Pretest Prompt and Mid-year Prompt.
3	3. Implement a Writing	2. Principal, Assistant	3. Student writing samples	3. Scored writing samples



Camp for all 8th grade students using a variety of writing prompts and conducting Mock Testing Scenarios.	Principal, Language Arts / Reading Chair, Reading Coach.	will be reviewed and scored bi-weekly by teacher. Percent of students progress toward goal will determined once every six weeks by comparing writing trend data to expected rate of growth.	will be used to determine the Pre-test Prompt and Mid-year Prompt.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 55% the students in 10th grade scored level 3.5 or above in writing. This represents a 5% increase compared to 50% from 2008.		2. Given instruction based on the Sunshine State Standards, 10th grade students will improve their writing as evidenced by one percentage (1%) point achieve a 4.0 or above on the 2010 FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Integrate FCAT Writing strategies across the curriculum.	1. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	1. Administration will monitor revision and editing process by reviewing student drafts.	1. Pre/Post and Practice FCAT Writes Tests, Writing Portfolios.
2	2. Train and refresh all faculty on the use of FCAT Writing style prompts and the use of FCAT Writing Rubric.	2. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	2. A school wide consistent method of saving student work will be established. During the class period, students will place their writings in their student files so that principal may look through the students' writing progress.	2. Progress monitoring between the Pretest Prompt and Mid-year Prompt.
3	3. Implement a Writing Camp for all 10th grade students using a variety of writing prompts and conducting Mock Testing Scenarios.	3. Principal, Assistant Principal, Language Arts / Reading Chair, Reading Coach.	3. Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students progress toward goal will determined once every six weeks by comparing writing trend data to expected rate of growth.	3. Scored writing samples will be used to determine the Pre-test Prompt and Mid-year Prompt.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, students in 8th and 10th grade will improve their writing as evidenced by 1 percentage point.	Refresher / training of faculty on the FCAT Writing Styles and Rubric	Reading Coach, Language Arts/Reading Chair.	September 2009	Monitoring of students' writing portfolios. The students will make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Reading Coach, Language Arts/Reading Chair and teachers.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Writing Journals	FCAT Enhancement	\$500.00
		Total: \$500.00
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: \$500.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Parents at the YMAACD@MacArthur South will be encouraged to take advantage of the school's Parent Resources Center and Support Staff to attain helpful tips and information to properly guide their son through school. The parents will learn the school's approach to discipline, training, instructional materials, technology, staffing, and student support services.		YMAACD @ MacArthur South will establish meaningful relationships with families based upon regular, two-way communication. Through this communication, parents will learn how to play a pivotal role in their young men's academic, behavioral, and social progress in school. The school will increase the parental involvement by 15%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide parents with a student/parent handbook with all pertinent information of the school.	1. Principal Assistant Principal Community Liaison Student Services	1. Maintain activity notebook with flyers and sign in sheet	1. Parent School Climate Survey
2	2. Encourage parents to participate in the Parent Support Network on a monthly basis	2. Principal Assistant Principal Community Liaison Student Services	2. Title I Parent Contact Logs	2. Parent Interviews
3	3. Invite parents to the monthly Parent Breakfast with Student Services Staff.	3. Principal Assistant Principal Community Liaison Student Services	3. Administration will review logs and participate in meetings.	3. Sign in sheets from Open House, Parent Network, and Parent Breakfast other school activities, evaluate percentage of parental participation.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent contacts		The school will increase the number of parent contacts by 1% by June 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer meetings before and after school. 2. Use of Connect ED messaging system 3. Maintain parental telephone logs and activity reports.	1. Principal Assistant Principal Community Liaison Student Services Personnel 2. Selected School Staff	1. Review parent telephone logs. 2. Collect participation data. 3. Tally Parental Involvement Monthly School and Activity Reports.	1. Parent Attendance sign-in sheets. 2. Title I Administration Parental Involvement Monthly School Report 3. Title I Administration Parental Involvement Monthly Activities Report

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
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The school will increase the parental involvement by 15%.	Parent Portal FCAT Graduation Requirements SPED Behavior Modification	Office of Parental Academy, Student Services Personnel	On going throughout the school year 2009-2010. Every 1st & 2nd Wednesday of the Month	Survey	Principal Assistant Principal Community Liaison Student Services Personnel
The school will increase the number of parent contacts by 1% by June 2010	Title I Action: A Practioners Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009-2010 school year	Effective will be determined by the completion of parent surveys.	Principal Assistant Principal Community Liaison Student Services Personnel

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1% of Title I Part A school wide allocation and District parental set-aside	Title I	\$500.00
The school will increase the parental involvement by 15%.	Title I	\$1,000.00
		Total: \$1,500.00
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: \$1,500.00

End of Parent Involvement Goal

## Other Goals

### Graduation Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Graduation data for the 2008-2009 indicates the 66% of twelfth grade students graduated, compared to 66% in 2007-2008 and 70% in 2006-2007, a decrease of 4%. There is a continuous need to increase overall participation of students completing high school graduation requirements, attendance and attending a college/university.		Given the instruction based on the Sunshine State Standards, the YMAACD South will improve its graduation rate by one percentage point during the 2009-2010 school year as compared to the 2008-2009 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize Personal Improvement Plan for all students to strengthen student responsibility and efforts toward improving personal and academic goals for the 2009-2010 school year.	1. Principal Assistant Principal Student Services Personnel	1. Orientation with Student Services Personnel to assist students in completing of Personal Improvement Plan	1. Completion of Personnel Improvement Plan
2	2. Address the academic, disciplinary and attendance concerns through the Problem Solving Team.	2. Principal Assistant Principal Student Services Personnel	2. SWISS Data, Referrals, Attendance Bulletin, Progress Report, Teacher referrals for student assistance	2. Analyze student interventions
3	3. Instruct, advise, and monitor students on local and state requirement for graduation.	3. Principal Assistant Principal Student Services Personnel	3. Graduation Requirement Completion, Plato Credit Recovery, Progress Reports	3. Increase of graduation rate

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given the instruction based on the Sunshine State Standards, the YMAACD South will improve its graduation rate by one percentage point during the 2009-2010 school year as compared to the 2008-2009 school year.	Orientation with students on graduation requirements	Assistant Principal Student Services Personnel	September 2009, January 2010 and April 2010	Student's progress in academic courses, behavioral and attendance areas.	Principal Assistant Principal Student Services Personnel

### 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
Parent Support Network Senior Orientation	Title I	\$1,000.00

Total: \$1,000.00

Final Total: \$1,000.00

*End of Graduation Goal*

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## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Compass Learning	District Funds	\$10,000.00
Reading	FAIR Assessment	District Fund	\$0.00
Mathematics	1. Manipulative and various math supplies. 2. Tutoring	Title I	\$20,000.00
Writing	Writing Journals	FCAT Enhancement	\$500.00
Parental Involvement	1% of Title I Part A school wide allocation and District parental set-aside	Title I	\$500.00
Parental Involvement	The school will increase the parental involvement by 15%.	Title I	\$1,000.00
			Total: \$32,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	1. Compass Learning 2. Plato 3. FCAT Explorer 4. Riverdeep Destination Success	1. District 2. District 3. State 4. District	\$10,000.00
			Total: \$10,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Temporary coverage for Professional Development	School's discretionary fund	\$1,000.00
Science	Temporary Coverage for Professional Development	District	\$1,500.00
			Total: \$2,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Graduation	Parent Support Network Senior Orientation	Title I	\$1,000.00
			Total: \$1,000.00
			Final Total: \$45,500.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 8/27/2009 10:55:15 AM)

## 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.

No. Disagree with the above statement.

### Measures Being Taken to Comply with SAC Requirement

In the process of inviting community, parents and voting for the school's EESAC team, changes in administration. The school should have everyone in place by September 8, 2009.

Projected use of SAC Funds	Amount
Instructional Materials	500

Positive Behavior Support Program	1000
School Uniforms	2000

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

Review of the School Improvement Plan  
Construction Updates  
Monitoring of school expenditures and disbursed allotted EESAC funds.  
Speacial Events for students  
Testign Events

### SAC Members

Members

- 1) Cynthia Valdes-Garcia, Principal
- 2) Artis Miller, SAC Chair
- 3) Javier Bornot, Teacher
- 4) Teresa Miro-Judges, Teacher
- 5) Melvin Roberts, Teacher
- 6) Stephan Alterman, Union Steward
- 7) Alejandro Morales, Assistant Principal

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Dade YOUNG MENS ACADEMY FOR ACADEMIC AND CIVIC DEVELOPMENT AT MIAMI DOUGLAS MACARTHUR SOUTH SENIOR HIGH 7631																	
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>											Read: 124 Math: 123		2008-2009 School Grade <sup>1</sup> :		Did the School make Adequate Yearly Progress?		NO													
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.												
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	92	N	91	N	7	N	11	N	67	76	Y	13	20	Y	86	93	NA	84	89	NA	13	NA	16	NA						
WHITE		NA		NA		NA		NA			NA			NA			NA			NA										
BLACK	89	N	87	N		NA		NA			NA			NA			NA			NA										
HISPANIC	93	N	93	N	6	N	18	N			NA			NA		94	NA		82	NA		NA		NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA										
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA										
ECONOMICALLY DISADVANTAGED	92	N	90	N	9	N	13	N			NA	13	14	Y	86	91	NA	85	87	NA	13	NA	17	NA						
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA										
STUDENTS WITH DISABILITIES	81	N	82	N		NA		NA			NA			NA			NA			NA										

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Dade YOUNG MENS ACADEMY FOR ACADEMIC AND CIVIC DEVELOPMENT AT MIAMI DOUGLAS MACARTHUR SOUTH SENIOR HIGH 7631																	
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>											Read: 141 Math: 141		2007-2008 School Grade <sup>1</sup> :		Did the School make Adequate Yearly Progress?		NO													
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.												
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	87	N	89	N	14	N	16	N	82	67	N	16	13	N		86	NA	83	84	NA	13	NA	26	NA						
WHITE		NA		NA		NA		NA			NA			NA			NA			NA										
BLACK	84	N	87	N		NA		NA			NA	19	13	N			NA			NA										
HISPANIC	89	N	90	N		NA		NA			NA	8	11	Y			NA			NA										
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA										
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA										
ECONOMICALLY DISADVANTAGED	88	N	89	N	14	N	15	N			NA	13	13	N		86	NA		85	NA	12	NA	27	NA						
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA										
STUDENTS WITH DISABILITIES	79	N	82	N		NA		NA			NA			NA			NA			NA										

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Dade YOUNG MENS ACADEMY FOR ACADEMIC AND CIVIC DEVELOPMENT AT MIAMI DOUGLAS MACARTHUR SOUTH SENIOR HIGH 7631																	
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>											Read: 87 Math: 86		2006-2007 School Grade <sup>1</sup> :		Did the School make Adequate Yearly Progress?		NO													
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.												
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	89	N	89	N		N	17	N	63	82	Y	19	16	N		NA	93	83	NA	17	NA	44	NA							
WHITE		NA		NA		NA		NA			NA	18	33	NA			NA			NA										
BLACK	86	N	88	N		NA		NA			NA	12	19	Y			NA			NA										
HISPANIC	91	N	88	N		NA		NA			NA	23	8	N			NA			NA										
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA										
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA										
ECONOMICALLY DISADVANTAGED	88	N	87	N		NA		NA			NA	17	13	N			NA			NA										
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			22	NA			NA			NA									
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA										

## 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: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
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: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
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.
% of Students Making Learning Gains	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
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