

**This Report was
created on:**

10/25/2001

at

2:49:10 PM

School Number and Name: 6211 Glades Middle School

School Performance Excellence Plan

Principal *Joe Carbia* Telephone #: *(305) 271-3342*

High School Feeder Pattern: *Miami Killian Senior*

Region: *V* Board District #: *8*

The Miami-Dade County Public Schools School Performance Excellence Plan meets all of the requirements of the Florida Department of Education regarding School Improvement Plans as set forth in statute and State Board of Education Administrative Rules.



Miami-Dade County Public Schools

SCHOOL PERFORMANCE EXCELLENCE PLAN

EXECUTIVE SUMMARY

Glades Middle School

The Glades Middle School community seeks to empower students through a curriculum of academic and technological support that will enable them to meet the choices and challenges of the 21st century. Glades Middle School is a suburban middle school with a diverse enrollment of 1,618 students; 69% Hispanic, 24.2% White, 3.5% Black, and 3.3% Asian/Native American/Multiracial, in sixth through eighth grades. The school community has been in the process of continuous reform for the last several years. Thirty-six percent of our students at Glades Middle School are on free or reduced lunch. During this time, new programs and concepts have been implemented which include increased number of high school courses offered on campus, Paideia seminars that focus on developing higher level thinking skills, double blocking of students experiencing reading and mathematics difficulties, increased staff development, and implementation of the Comprehensive Reading Program. In addition, dropout prevention is addressed through an alternative education program for all grade levels.

The Glades Middle School community has carefully reviewed data and trends including School Improvement Plan 1999-2000 EXPLORE Summary Report, test results from the Florida Comprehensive Assessment Test (FCAT) in Reading, Writing and Mathematics. The school's needs were reviewed as they related to Florida's System of School Improvement and Accountability in Miami-Dade County Public Schools. As a result, the Glades Middle School community, represented by the Educational Excellence School Advisory Council, identified the following goals and objectives for the School Improvement Plan 2000-2001.

Given instruction using the Competency-Based Curriculum, Glades Middle School students included in accountability calculations will increase their reading skills as evidenced by a 3% increase in the number of students scoring at or above FCAT Achievement Level 3 on the 2002 administration of the FCAT.

Given instruction in writing using the Competency-Based Curriculum/Florida Sunshine Standards, the students included in accountability calculations will achieve a higher mean score on the Florida Comprehensive Assessment Test-Persuasive Writing district pre-test/post-test using a six point rubric system developed by the Department of Education.

Given instruction using the Competency-Based Curriculum, Glades Middle School students included in accountability calculations will increase their mathematics skills as evidenced by the maintenance within four points of, or an increase in, the percent of students scoring at or above FCAT Achievement Level 3 on the 2002 administration of the FCAT as compared to scores on the 2001 administration.

Given instruction using the Competency-Based Curriculum/Florida Sunshine State Standards and the Scientific Method, students in grades six and seven will improve their science skills as evidenced by a 2% increase in the average score using a school-developed twenty-five question FCAT style science pre-test/post-test.

Given collaboration within the Glades community, volunteer stakeholders will actively participate in programs and activities to enhance student achievement and maximize community involvement as documented by the acquisition of the Miami-Dade County Public Schools 2001-2002 Golden School Award.

Given increased contact via the efforts of parent, family, teacher, and administration involvement and contact, the number of students suspended for class trancies during the 2001-2002 school year will decrease by 2% as compared to the previous year.

Through the incorporation of staff development, curricular initiatives, technology, and an after-school tutoring program, the Glades Middle School community, in keeping with its School Improvement Plan goals, seeks to develop students who will learn and grow in a wholesome, supportive learning environment that prepares them for the choices and challenges of the 21st century.

VISION

The entire staff at Glades Middle School creates a community of lifelong learners who are able to grasp classical thought, discuss ideas at a high level of understanding, and who become contributing citizens in our society through the mindful application of critical thinking and writing skills.

MISSION STATEMENT

Glades Middle School provides access to a liberal arts curriculum that focuses on the Socratic method, interdisciplinary themes, and the development of the whole child.

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Glades Middle School provides services to standard curriculum students in grades six through eight based on the Competency-Based Curriculum, the Sunshine State Standards and the Paideia Liberal Arts philosophy.

Additionally the school offers Exceptional Student Education and Bilingual programs. Instruction is provided in traditional classroom settings as well as computer and science labs. Methods of instruction include the use of FCAT strategies, CRISS, and Paideia seminars enhanced with an interdisciplinary approach. An after-school Academic Enrichment Tutorial Program is offered as a community service.

1.2 Culture

This item explores the culture of the school, including are the vision, mission, and core values of the school.

The entire staff at Glades Middle School creates a community of lifelong learners who are able to grasp classical thought, discuss ideas at a high level of understanding, and who become contributing citizens in our society through the mindful application of critical thinking and writing skills.

Glades Middle School provides access to a liberal arts curriculum that focuses on the Socratic method, interdisciplinary themes, and the development of the whole child.

Glades Middle School is guided by the belief that all children can learn, all deserve the same quality of education, and that all schooling should utilize three modes of instruction: didactic, coaching, and Socratic teaching. We believe in the importance of developing the whole child through actively encouraging participation in the Arts, physical education, School-To-Career activities, and productive citizenship training. Finally, we believe that effectively engaging parents and families in the education of their children will improve their chances for success.

1.3 Human Resources

This item describes the people who carry out the work of the school.

This school is comprised of a diverse staff of sixty-eight teachers, five counselors, four administrators, one media specialist, and forty additional support personnel. Of this group, thirty hold advanced degrees, while eleven are currently enrolled in graduate programs or postgraduate coursework. Of the teaching staff, less than eleven percent are teachers new to the school, with the average length of time teaching in Florida at seven years.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

Glades Middle School is located on 17.24 acres in a southwest Miami-Dade County residential neighborhood at 9451 SW 64 Street. The campus contains a two-story main building built in 1963, a newly opened Thelma Morgan Science Annex, and 13 relocatables. The new science annex houses state-of-the-art laboratory facilities and the school has been wired to provide closed-circuit television and Internet access throughout most of the building. New equipment and refurbished locker rooms support both the athletic and band programs. A 450 seat auditorium serves as a stage for school assemblies and performances as well as a community hurricane shelter. The school campus also contains four, lighted baseball fields that are shared by a community Khoury League.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

The school adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. Additionally, the school is in compliance with all OSHA and environmental requirements. The school adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the School Board rules. Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated. The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Glades Middle School serves 1685 students from the surrounding neighborhood, including standard curriculum students (60%), Exceptional Student Education (ESE) students (28%), English Speakers Of Other Languages (ESOL) students (11%), and economically disadvantaged students (45%). The ethnic/racial makeup of the student population is 3.3% Asian/Native American/Multiracial, 3.5% Black, 69% Hispanic, and 24.2% White. The mobility rate is approximately 23%.

To respond to the growing numbers of ESOL and Limited English Proficiency (LEP) students class sizes have been reduced in the eighth grade language arts classes and special tutoring is offered in an after-school program. Additionally, an ESOL computer lab was initiated this year. An extensive interscholastic sports program and an abundance of extracurricular academic activities provide opportunities for success and growth for students of all levels of need and experience.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

Glades Middle School has maintained a high level of parent participation and volunteerism, evidenced by earning the Golden School Award for the past several years. The PTSA is active in many fund-raising activities throughout the year and often provides financial assistance to our disadvantaged students in the form of school uniforms and field trip opportunities. Additional opportunities for stakeholder participation in school decision-making are provided by the Educational Excellence School Advisory Council that helps develop and implement the SPEP annually. The school has provided English language classes for adult non-speakers as a community service and continues to provide after-school care and tutorial services for those in need.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

The faculty at Glades Middle School is given many opportunities for professional development throughout the school year. The employees are also provided, through Union and School Board negotiation, a benefits package that includes tuition reimbursement for advanced degree coursework, a comprehensive insurance component, and an employee assistance program. Staff members are often recognized for their personal achievement and commitment to the school and community. Annual "School Kick-off Breakfast", Teacher Appreciation Luncheons, "pay-day" breakfasts, and other social events give the faculty and staff at Glades the opportunity to socialize and develop professional relationships. Climate surveys continue to reflect the very high percentage of Glades' staff members that believe that "the overall climate of the school is positive and helps students to learn."

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Glades Middle School enjoys many community partnerships. Thirteen area businesses have agreed to participate as a Dade partner, including Papa Johns' Pizza, Publix Supermarkets, and the Coca-Cola Company. These three Dade Partners have made notable contributions toward both teacher and student recognition awards, have supported the athletic department, have assisted Glades with various fund raising activities, and have even provided job shadowing opportunities for students.

Glades Middle School also maintains a collaborative relationship with three local universities: Barry, Florida International, and the University of Miami. University students provide reading remediation and tutoring for students in need, while interns are supervised by Glades teachers throughout the year. This program has proved to be beneficial to both the students in need of one-on-one instruction and the university students who aspire to become effective teachers.

The student services department at Glades Middle School believes in the importance of timely articulation with not only the eight feeder elementary schools, but the two high schools that receive our graduating eighth graders. Proper scheduling is carefully planned and meetings are held to discuss the needs and concerns of both students and parents. Teachers from Glades and the high schools collaborate in developing the scope and sequence of core curricula courses and also discuss textbook selection. This process ensures a more successful pupil progression.

3. COMPETITION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Enrollment at Glades Middle School, remaining steady for many years, has recently demonstrated a gradual increase, especially in the past year. This may be attributed to the fact that Glades was recognized by the Florida Department of Education as an “A” school, the only non-magnet school in the county to achieve this honor. Glades Middle School is also recognized in the area as having an outstanding Band Program and ESE Department as well as an overall high-quality staff and curricular program. In addition, Glades has earned the Golden School Award for outstanding parent involvement and participation, another indicator of an effective school.

3.2 Competitors

This item explores the alternate schools available to students.

Although there are several private elementary schools within or close to the boundaries of Glades Middle School, there are only two private schools at the middle school level. These include Atlantis Academy Inc. and Sunset Preparatory School. There are no charter schools in the area, however there are two magnet schools, South Miami Middle and Southwood Middle, that offer students a choice in the area of Visual and Performing Arts. These schools however, have a very minimal impact on enrollment at Glades.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Glades Middle School functions successfully with a multi-faceted system of leadership. This system consists of four levels of leadership: the administrative staff, the Academic Department Chairpersons, the grade-level Team Leaders, and the Educational Excellence School Advisory Council. These leadership groups meet on a regular basis to facilitate overall school operations, curriculum matters, student services and activities, while ensuring the representative input from all stakeholder groups in school decision-making.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Glades Middle School staff is aware of two trends that could affect our mission attainment and future success. Glades’ student enrollment is gradually increasing, nearly reaching or surpassing our current building capacity, and thus affecting class sizes. Compounding this effect is the fact that special needs student subgroups such as ESOL, LEP, and economically disadvantaged students are increasing as well. It will take special planning and staff commitment to meet this new challenge.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

There are several issues that could present a challenge to student learning at Glades Middle School. Among these are: Glades student enrollment is slightly over 100% capacity and increasing yearly. Even with 13 relocatables and a new science annex, classrooms and teacher workspaces are at a premium. Compounding this situation is the fact that special needs student subgroups such as ESOL, LEP, and economically disadvantaged students are non-English speakers and work increasing numbers of hours outside the home to support their families. It is often the case that parent conferences are now held in two languages, with translation into English and Spanish.

Glades Middle School, built in 1963, is also facing the need to continually update school technology to keep pace with the instructional opportunities offered by newer schools.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

Glades Middle School has a diverse and well-qualified faculty. Attendance is at 96% and many have advanced degrees or are currently working on graduate coursework. Teachers have been given many opportunities for personal development and professional growth. The climate surely indicates that 89% of the staff believe that students are getting a good education at Glades.

Our greatest challenge may be the ongoing training of teachers in the following areas: strategies for teaching mainstreamed ESE students, i.e., the autistic child; methods for conducting Paideia seminars and higher order questioning.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

Glades Middle School has identified several issues concerning challenges in relationships with internal operations and external forces. Among these are: increased influx of immigrant students, decreased funding from the state makes reducing class size deficient, access to new technology, building maintenance and renewal; and a high turn-over rate in the custodial staff.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Glades Middle School identified two issues concerning challenges in process improvement. Among these are student scores on the FCAT reading test indicating 21% of students scoring at FCAT achievement Level 1, and a lag time in receiving test scores delays analysis and interpretation that would assist in strategic planning.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Increased enrollment has created a shortage of classrooms and teacher workspaces. In order to address this need, Glades will explore new scheduling options, such as an early-bird class, and find new ways to utilize open areas. Increased enrollment of special needs students requires special attention to their learning needs. In order to address this need, Glades will initiate a special ESOL computer lab and provide after-school tutoring. Many student caregivers are non-English speakers and work increasing number of hours outside the home. In order to address the need, Glades will continue to provide all written communication and conferences in two languages. English language classes will be provided to those interested in the community and after-school care will continue to be offered as a service to the community. Glades is facing the need to continually update technology in order to provide state-of-the-art instruction. In order to address the need, staff will investigate all possibilities for computer grants and corporate assistance.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

Glades has identified the need for teacher training in the following areas: teaching strategies and modification for the ESE mainstreamed child; methods for conducting Paideia seminars; and improving higher order questioning techniques.

In order to address this need, Glades Middle School will train teachers in these areas on professional development days. Teachers will also be given release time to observe their colleagues demonstrate techniques in a classroom situation.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

One issue Glades Middle School has identified concerning internal operations and external forces is the increased influx of immigrant students. In order to address this need, Glades will initiate an ESOL computer lab and will continually refine the use of ESOL strategies by classroom teachers.

Another issue is decreased state funding for schools. In order to address this, an ad-hoc committee of the

EESAC will discuss ways to petition the state legislature.

Another issue is having access to new technology, Glades Middle School will address this issue with grant-writing and soliciting corporate sponsorship increase.

Yet another issue is building maintenance and renewal, and the high turnover rate in the custodial staff.

In order to address this need, the administrative staff will meet with the custodial staff and zone mechanic to assess building and maintenance needs, problems with working conditions, and related job expectations.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Glades Middle School has identified two issues concerning process improvement. One issue relates to student scores on the FCAT reading test. In order to address this need, class sizes will be lowered in all eighth grade classes and university tutors will be used to assist students on a one-on-one basis using CRISS strategies.

To address the issue of test score analysis, the school's test chairperson will begin early analysis through the use of pre and post test scores developed in-house.

SCHOOL PERFORMANCE SELF-ASSESSMENT

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION PARENT FORM

SA = Strongly Agree

A = Agree

U/U = Undecided/Unknown

D = Disagree

SD = Strongly Disagree

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. My child's school is safe and secure.	16	63	12	8	2	20	51	15	10	4
2. My child's school is kept clean and in good condition.	13	59	13	10	5	20	47	13	14	6
3. My child's school is overcrowded to the degree that it affects learning.	22	24	23	23	8	18	24	23	25	10
4. My child's school maintains high academic standards.	12	57	21	8	2	16	44	26	10	3
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	22	42	25	7	4	23	44	21	8	4
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	29	50	8	10	3	29	49	9	10	4
7. My child's school serves lunches that are nutritious and taste good.	8	25	28	22	17	10	24	24	20	22
8. My child's school keeps bathrooms clean and in good condition.	5	17	23	33	22	8	20	24	23	25
9. My child's teachers are friendly and easy to talk to.	21	59	13	4	2	27	50	13	7	3
10. My child's teachers make learning interesting and relevant.	18	56	18	7	2	21	50	18	9	3
11. My child's teachers motivate students to learn.	19	51	22	6	2	23	48	17	9	3
12. My child's teachers take an interest in students' educational future.	18	52	22	5	3	24	45	20	8	3
13. My child's teachers are knowledgeable and understand their subject matter.	19	57	19	4	1	23	53	18	5	2
14. My child's teachers assign meaningful homework that helps students learn.	15	60	12	9	3	23	51	11	11	4
15. My child's teachers do their best to include me in matters directly affecting my child's progress in school.	18	47	16	13	6	23	43	14	13	7
16. My child's school is effectively teaching students the basic academic skills in reading.	20	62	10	5	3	25	58	10	5	2
17. My child's school is effectively teaching students the basic academic skills in mathematics.	20	64	8	5	3	26	58	8	6	2
18. My child's school is effectively teaching students to speak and write correctly in English.	23	57	10	7	3	29	54	9	6	2
19. My child's school is effectively teaching students to investigate problems in science.	20	56	13	9	2	23	53	16	7	2
20. My child's school is effectively teaching students to use computers.	15	32	23	20	9	22	42	17	12	7
21. My child's school is effectively teaching students to think critically and reason out problems.	14	55	18	8	4	19	50	20	8	3
22. My child's school is effectively teaching students to develop good study and work habits.	16	49	19	12	4	21	49	16	11	3
23. My child's school is effectively teaching students to get along with different kinds of people.	17	53	21	5	3	23	49	18	7	3
24. The school and law enforcement authorities work together to keep my child's school free of violence.	24	52	16	5	4	29	41	15	9	6
25. The school and law enforcement authorities work together to keep my child's school free of gang activity.	27	44	20	5	4	29	40	18	8	5
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	26	43	21	6	3	29	40	19	7	5
27. The principal does an effective job running my child's school.	27	44	17	5	7	28	44	19	6	4
28. The principal is available and easy to talk to.	25	37	23	9	6	21	33	30	10	6
29. The assistant principals are effective administrators.	21	44	26	5	3	22	42	27	6	4
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	25	38	25	9	3	28	41	21	6	4
31. Staff in the principal's office treat me with respect when I contact my child's school.	30	48	11	8	3	31	48	11	7	4
32. School staff respond to my needs and concerns in a reasonable period of time.	19	48	19	8	5	23	47	16	9	5
33. My child is getting a good education at this school.	24	58	10	6	2	27	51	11	7	3
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	23	51	16	7	2	22	49	16	9	4
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	B					B-				

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION STAFF FORM

SA = Strongly Agree

A = Agree

D = Disagree

U/U = Undecided/Unknown

SD = Strongly Disagree

	% RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. At my school I feel safe and secure.	49	46	2	4	0	39	44	5	10	3
2. At my school the school building is kept clean and in good condition.	19	32	4	32	14	25	43	5	20	8
3. At my school personnel work together as a team.	26	47	11	12	4	23	48	9	15	5
4. At my school administrators solve problems effectively.	32	42	5	18	4	21	41	12	17	8
5. At my school I feel that my ideas are listened to and considered.	23	61	7	5	4	22	43	16	12	7
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	26	35	11	19	9	19	36	10	22	13
7. My principal is an effective administrator.	33	37	14	9	7	34	37	12	10	7
8. My principal represents the school in a positive manner.	38	39	13	7	4	43	38	10	5	4
9. My principal demonstrates good interpersonal skills.	40	33	16	7	4	36	35	10	11	8
10. My principal deals with conflict constructively.	35	33	16	12	4	33	33	18	10	6
11. My principal responds in a reasonable time to my concerns.	35	42	9	11	4	35	37	15	8	5
12. My principal treats me with respect.	51	30	7	9	4	49	35	7	5	4
13. My principal is receptive to constructive criticism.	30	25	20	18	7	28	28	29	9	7
14. My principal is supportive of teachers.	40	40	12	4	4	36	36	14	8	6
15. My ability to do the best possible job at this school is limited by too many students in each class.	46	26	5	16	7	39	30	6	18	7
16. My ability to do the best possible job at this school is limited by student deficiencies in basic academic skills.	18	45	5	27	5	32	40	9	16	4
17. My ability to do the best possible job at this school is limited by lack of concern/support from parents.	9	36	11	38	7	25	37	9	23	6
18. My ability to do the best possible job at this school is limited by lack of concern/support from the principal.	5	12	5	47	30	6	11	14	43	27
19. My ability to do the best possible job at this school is limited by lack of concern/support from the district administration.	9	16	23	34	18	8	15	33	32	13
20. My ability to do the best possible job at this school is limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.).	18	19	7	47	9	14	24	9	37	16
21. My ability to do the best possible job at this school is limited by school violence.	0	5	12	46	37	4	12	11	46	28
22. My ability to do the best possible job at this school is limited by student gang activity.	0	5	12	42	40	2	6	16	41	36
23. My ability to do the best possible job at this school is limited by student substance abuse.	0	9	19	37	35	2	7	21	40	31
24. Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach.	9	39	13	30	9	5	28	15	35	18
25. I feel satisfied concerning how my career is progressing at this school.	27	48	7	11	7	19	46	15	13	7
26. I have a feeling of job security in my present position.	35	53	4	5	4	28	50	11	7	4
27. I like working at my school.	40	47	11	0	2	36	43	10	7	4
28. Staff morale is high at my school.	16	33	23	23	5	14	32	18	21	15
29. I frequently feel overloaded and overwhelmed while working at my school.	14	37	9	33	7	18	33	10	31	7
30. Annual teacher evaluations are fair and reasonable.	32	43	23	2	0	27	51	17	3	2
31. Annual teacher evaluations are used to improve teacher performance.	18	47	26	9	0	19	43	25	9	4
32. Inservice programs keep me informed of the latest educational strategies.	26	46	11	14	4	24	52	11	9	4
33. I believe children attending my school are receiving a good education.	40	42	12	5	0	25	52	13	7	3
34. The overall climate or atmosphere at my school is positive and helps students learn.	30	51	11	9	0	24	48	13	11	5
35. Students get grades A, B, C, D, and F for the quality of their school work. What overall grade would you give your child's school?	B					B-				

SCHOOL CLIMATE SURVEY 2000-01 ADMINISTRATION STUDENT FORM

SA = Strongly Agree
A = Agree
U/U = Undecided/Unknown

D = Disagree
SD = Strongly Disagree

	PERCENT RESPONDING IN EACH CATEGORY									
	YOUR SCHOOL					ALL SIMILAR SCHOOLS				
	SA	A	U/U	D	SD	SA	A	U/U	D	SD
1. I feel safe at my school.	17	53	14	10	5	15	44	17	15	9
2. My school building is kept clean and in good condition.	7	31	18	29	16	7	29	16	29	19
3. Students in my school usually follow school rules.	5	19	25	34	16	3	15	21	35	26
4. There are too many students in my classroom and that affects how much I learn.	15	22	16	31	16	14	18	16	34	18
5. My teachers require that I work very hard for the grades I get.	31	49	12	7	1	35	44	12	6	4
6. My school has enough books and equipment to help me learn.	19	40	13	15	13	19	39	16	16	11
7. Food served for lunch at my school looks good and tastes good.	4	13	19	24	41	4	13	16	23	44
8. Bathrooms in my school are clean and in good condition.	3	5	13	28	51	3	9	11	27	51
9. My teachers are friendly and easy to talk to.	18	43	20	13	5	17	38	22	15	9
10. My teachers make learning fun and interesting.	13	38	25	16	7	13	36	22	18	10
11. My teachers make me want to learn.	11	42	23	17	7	17	38	21	16	9
12. My teachers know a lot about the subjects they teach.	31	46	13	7	2	32	44	13	6	4
13. My teachers give me meaningful homework that helps me learn.	16	42	18	12	12	18	40	19	13	9
14. My teachers are interested in how I do in the future.	20	42	22	10	7	22	36	23	11	8
15. My teachers let me know how I am doing on my school work.	20	45	12	15	8	25	47	12	10	6
16. Violence is a problem at my school.	9	21	25	23	21	20	24	22	21	13
17. Gangs are a problem at my school.	6	10	20	35	28	12	14	23	28	23
18. Student drug and alcohol use are problems at my school.	8	16	20	29	27	11	14	25	25	26
19. My principal does a good job running the school.	19	31	22	11	16	20	33	22	12	13
20. The assistant principals are available when needed.	14	37	26	15	8	15	33	25	15	12
21. My guidance counselor helps me with school and personal problems.	23	33	23	12	9	24	32	26	10	9
22. Adults at my school care about me as an individual.	13	34	28	14	11	11	29	30	17	13
23. Adults at my school help me when I need it.	15	42	25	13	6	13	37	25	14	10
24. I like coming to my school.	16	35	20	12	17	16	32	17	14	21
25. I am getting a good education at my school.	22	52	14	8	5	21	45	18	9	7
26. The overall climate or feeling at my school is positive and helps me learn.	13	38	28	14	6	13	35	29	13	10
27. Students get grades A, B, C, D, or F for the quality of their school work. What overall grade would you give to your school?	C+					C				

COMPREHENSIVE NEEDS ASSESSMENT DEMOGRAPHIC PROFILE

Staff Characteristics				
Attendance	1996-1997	1997-1998	1998-1999	1998-1999
% of Instructional Staff	95.5	95.9	96.6	96
Number of Days Abs.				
None	5	3	2	3
0.5-5	25	33	31	25
5.5-10	34	24	22	23
10.5-15	7	5	8	14
15.5-20	4	3	3	4
20+	3	3	1	1

Student Characteristics									
Mobility/Stability	1996-1997	1997-1998	1998-1999	1999-2000	Attendance	1996-1997	1997-1998	1998-1999	1999-2000
New to M-DCPS	97	99	136	131	% of Students	95.2	95.2	94.5	95
Mobility Index	22	21	24	23	Number of Days Abs.				
					None	71	147	173	137
					0.5-5	339	668	649	643
					5.5-10	220	413	396	423
					10.5-15	125	219	219	212
					15.5-20	45	92	89	109
					20+	63	125	166	124

COMPREHENSIVE NEEDS ASSESSMENT DATA FOR ACCOUNTABILITY

G r a d e	FCAT Reading											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	18	20	19	49	51	47	82	80	81	51	49	53
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	FCAT Writing					
	Percent of Students Scoring less than 3			Percent of Students Scoring 3 or more		
	98-99	99-00	00-01	98-99	99-00	00-01
4	n/a	n/a	n/a	n/a	n/a	n/a
8	5	2	2	95	98	98
10	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	FCAT Mathematics											
	Percent of Students Scoring FCAT Achievement Level 1			Percent of Students Scoring FCAT Achievement Level 1 and 2			Percent of Students Scoring FCAT Achievement Level 2-5			Percent of Students Scoring FCAT Achievement Level 3-5		
	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01	98-99	99-00	00-01
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	15	13	11	44	36	36	85	87	89	56	64	64
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

G r a d e	SCHOOL GRADE DESIGNATION PERFORMANCE HISTORY		
	98-99	99-00	00-01
4/5	n/a	n/a	n/a
8	B	C	A
10	n/a	n/a	n/a

COMPREHENSIVE NEEDS ASSESSMENT MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Increased Media Center books, computers, software	6,7,8	Aug. '99
Accelerated Reader	6,7,8	Aug. '00
Comprehensive Reading Plan	6,7,8	Aug. '98
Competency-Based Curriculum	6,7,8	Aug. '95
Paideia Seminars	6,7,8	Aug. '99
University Tutors/Reading	6,7,8	Mar. '00
Academic Enrichment Tutorial Program	6,7,8	Sep. '00
ESOL Computer Lab	6,7,8	Sep. '01

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
FCAT Writing Preparation	8	Aug. '99
Competency Based Curriculum	6,7,8	Aug. '95
University Tutors/Writing	8	Nov. '99
Academic Enrichment Tutorial Program	6,7,8	Sep. '00

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Mathematics Blaster Class	7,8	Aug. '99
Competency-Based Curriculum	7,8	Aug. '95
University Tutors/Mathematics	8	Jan. '00
Academic Enrichment Tutorial Program	6,7,8	Sep. '00

COMPREHENSIVE NEEDS ASSESSMENT PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
The Paideia Liberal Arts Classroom and Bloom's Taxonomy	74	Nov. 16, '00
The Socratic Method	70	Jan. 11, '01
Conducting Paideia Seminars	70	Feb. 22, '01
The Paideia Liberal Arts Classroom & How It Relates Tothe FCAT	70	Mar. 22, '01
The Paideia Liberal Arts classroom/higher order thinking skills and how they relate to PACES	70	Apr. 26, '01

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
The Paideia Liberal Arts Classroom and Bloom's Taxonomy	70	Nov. 16, '00
The Socratic Method	70	Jan. 11, '01
The Paideia Liberal Arts Classroom and Conducting Paideia Seminars	70	Feb. 22, '01
The Paideia Liberal Arts Classroom and How It Relates To The FCAT	70	Mar. 22, '01
The Paideia Liberal Arts classroom/higher order thinking skills and how they relate to PACES	70	Apr. 26, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
The Paideia Liberal Arts Classroom and Bloom's Taxonomy	70	Nov. 16, '00
The Paideia Liberal Arts Classroom as it relates to the Socratic method	70	Jan. 11, '01
The Paideia Liberal Arts Classroom and conducting Paideia seminars	70	Feb. 22, '01
The Paideia Liberal Arts classroom and how it relates to FCAT testing	70	Mar. 22, '01
The Paideia Liberal Arts classroom and higher order thinking skills and how they relate to PACES	70	Apr. 26, '01

COMPREHENSIVE NEEDS ASSESSMENT

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the SPEP relative to the following issues:

Budget:

The principal shared budget reports with the EESAC and entire staff.

Training:

The EESAC considered staff development regarding how to conduct Paideia seminars and FCAT training. These concepts were incorporated into the School Performance Excellence Plan.

Instructional Materials:

The EESAC developed a mini-grant whereby various departments accessed EESAC monies to purchase materials and supplies that would support the School Performance Excellence Plan.

Technology:

The EESAC considered the status of our technology plan and internet access, and included it in the School Performance Excellence Plan.

Staffing:

The EESAC considered ideas on how to relieve class sizes and staff opportunities for administrative duties, and included them in the School Performance Excellence Plan.

Student Support Services:

The EESAC considered reward and motivational strategies for students at risk and included them in the School Performance Excellence Plan.

Other Matters of Resource Allocation:

The EESAC considered strategies to improve student study skills and included the purchase of student agenda books and included it in the School Performance Excellence Plan.

Benchmarking:

The EESAC considered the results of the benchmarking activities as it related to the applications for both the Blue Ribbon National Recognition and the Five Star School Awards.

School Safety and Discipline:

The EESAC considered programs such as the Gang Resistance Education and Training (G.R.E.A.T.) Program, Crime Watch, Do The Right Thing Program, TRUST Counselor Intervention Program and included them in the School Performance Excellence Plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance (X)	Learning Environment ()	School Safety ()	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement ()	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus ()	Educational Design, Services, and Support ()	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Competency-Based Curriculum, Glades Middle School students included in accountability calculations will increase their reading skills as evidenced by a 3% increase in the number of students scoring at or above FCAT Achievement Level 3 on the 2002 administration of the FCAT.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Require students in reading classes, after using media center reading resources, to write a research paper on a career of their choice which will include necessary educational requirements, working conditions, and salaries.	Reading Teachers	Dec. '01	Jun. '02
2. Have students participate in Paideia Seminars which will enhance and reinforce reading comprehension and student participation in subject matter using higher order level thinking questions.	All Teachers	Sep. '01	Jun. '02
3. Require all language arts students to read a minimum of thirty minutes nightly and maintain reading logs signed by parents as documentation.	Language Arts Teachers	Sep. '01	Jun. '02
4. Employ the following methods to increase reading comprehension: reciprocal teaching, predicting, clarifying, illustrating, and "teacher-like questions" referencing Bloom's Taxonomy.	Reading Teachers	Sep. '01	Jun. '02
5. Employ the following methods to increase reading comprehension: reciprocal teaching, predicting, clarifying, illustrating, and "teacher-like questions" referencing Bloom's Taxonomy.	All Teachers	Sep. '01	Jun. '02
6. Use the Accelerated Reader Program as an assessment and motivational tool.	*Reading Teachers and Language Arts Teachers	Sep. '01	Jun. '02
7. Implement organizational, study, and test-taking skills in all reading classes.	Reading Teachers	Sep. '01	Jun. '02
8. Use simulated FCAT materials throughout the language arts curriculum.	All Teachers	Sep. '01	May '02
9. Provide an Academic Enrichment Tutorial Program for targeted students. (If funds are available.)	Tutorial Teachers	Sep. '01	May '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance (X)	Learning Environment ()	School Safety ()	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement ()	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus ()	Educational Design, Services, and Support ()	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction in writing using the Competency-Based Curriculum/Florida Sunshine Standards, the students included in accountability calculations will achieve a higher mean score on the Florida Comprehensive Assessment Test-Persuasive Writing district pre-test/post-test using a six point rubric system developed by the Department of Education.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Expose students to different careers through articles and lectures and the students will write a persuasive essay on the benefits of the selected career.	Language Arts Teachers	Dec. '01	Jun. '02
2. Assign all students to keep language arts portfolios to include a minimum of four persuasive writing assignments.	Language Arts Teachers	Sep. '01	Jun. '02
3. Provide all students with an experience in reading an expository or persuasive essay on a weekly basis.	Language Arts Teachers	Sep. '01	Feb. '02
4. Involve Language Arts teachers in professional development as it avails itself through district workshops.	Assistant Principal for Curriculum	Sep. '01	Jun. '02
5. Provide an Academic Enrichment Tutorial Program for targeted students. (If funds are available.)	Tutorial Teachers	Sep. '01	May '02
6. Train students in the use of rubric scoring in order to peer edit writing assignments.	Language Arts Teachers	Sep. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.)							
Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance (X)	Learning Environment ()	School Safety ()	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement ()	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus ()	Educational Design, Services, and Support ()	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Competency-Based Curriculum, Glades Middle School students included in accountability calculations will increase their mathematics skills as evidenced by the maintenance within four points of, or an increase in, the percent of students scoring at or above FCAT Achievement Level 3 on the 2002 administration of the FCAT as compared to scores on the 2001 administration.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1 . Assign students in mathematics classes to write a research paper on a career of their choice including necessary educational requirements, working conditions and salaries.	Science Teachers	Sep. '01	Jun. '02
2 . Use simulated FCAT materials throughout the mathematics curriculum.	Mathematics Teachers	Sep. '01	Jun. '02
3 . Provide mathematics teachers with professional development inservices when offered through the district.	Assistant Principal for Curriculum	Sep. '01	Jun. '02
4 . Double block stanines one through four students in a mathematics course for one semester in both seventh and eighth grades.	Mathematics Teachers	Sep. '01	Jun. '02
5 . Provide an Academic Enrichment Tutorial Program for mathematics for targeted students. (If funds are available.)	Tutorial Teachers	Sep. '01	May '02
6 . Administer pre and post tests using an FCAT format.	Mathematics Teachers	Sep. '01	Jun. '02
7 . Focus Mathematics instruction on number sense to encourage students to become problem solvers and critical thinkers, as well as to develop productive habits of mind.	Mathematics Teachers	Sep. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance (X)	Learning Environment ()	School Safety ()	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement ()	Student and Stakeholder Relationships (X)	Data-Driven Decision-Making (X)	Human Resource Focus ()	Educational Design, Services, and Support ()	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given instruction using the Competency-Based Curriculum/Florida Sunshine State Standards and the Scientific Method, students in grades six and seven will improve their science skills as evidenced by a 2% increase in the average score using a school-developed twenty-five question FCAT style science pre-test/post-test.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Provide science students with opportunities to explore various scientific careers via the use of a variety of materials or activities, such as the use of videos, scientific news magazines, the Internet, field trips, and guest speakers.	Science Teachers	Sep. '01	Jun. '02
2. Administer a school-based, FCAT style, twenty-five question, comprehensive science pre-test to the sixth and seventh grade students by the end of October 2001, and a post-test by the start of June 2002.	Science Teachers	Oct. '01	Jun. '02
3. Utilize FCAT type test materials as one evaluative tool to measure student mastery of the core curriculum concepts taught throughout the school year.	Science Teachers	Sep. '01	Jun. '02
4. Conduct a demonstration, a hands-on/minds-on activity, an investigation, a research project, or an experiment for a minimum of two days a week.	Science Teachers	Sep. '01	Jun. '02
5. Require science students to keep a written scientific notebook of all class notes and experiments that are conducted throughout the school year.	Science Teachers	Sep. '01	Jun. '02
6. Have students participate in daily science journal entries that will illustrate the students' abilities to communicate their thoughts in a written format.	Science Teachers	Sep. '01	Jun. '02
7. Have students participate in active discussions or Paideia Seminars related to science lessons at least once a week as per the school design.	Science Teachers	Sep. '01	Jun. '02
8. Maintain school volunteer logs.	Assistant Principal	Aug. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.)							
Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance ()	Learning Environment ()	School Safety ()	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement (X)
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership (X)	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships ()	Data-Driven Decision-Making ()	Human Resource Focus ()	Educational Design, Services, and Support ()	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given collaboration within the Glades community, volunteer stakeholders will actively participate in programs and activities to enhance student achievement and maximize community involvement as documented by the acquisition of the Miami-Dade County Public Schools 2001-2002 Golden School Award.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Involve volunteers as guest speakers and role models to address the student population regarding the diversity of occupations.	*Occupational Specialist and Volunteers	Oct. '01	May '02
2. Develop programs and events which will encourage parent and community involvement in the school, with the help of volunteers and staff.	*Assistant Principal and Volunteers	Aug. '01	May '02
3. Collaborate with teachers to develop displays at Open House (at the beginning of the year) and the Curriculum Fair (near the end of the school year).	*Teachers and Volunteers	Aug. '01	Jun. '02
4. Continue to work with teachers and students as tutors.	*Teachers and Volunteers	Aug. '01	Jun. '02
5. Facilitate home/school communication by using an auto-dialing system, notices in the Herald's Neighbors section, flyers, and the school marquee.	*Activities Director and Volunteers	Aug. '01	Jun. '02
6. Recognize volunteers for their efforts throughout the school year through certificates, nominations for awards, and special events.	*Assistant Principal and Activities Director	Sep. '01	Jun. '02
7. Engage volunteers as educational resources regularly.	*Activities Director and Volunteers	Aug. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

MEASURABLE OBJECTIVE

Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals							
Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8
Readiness to Start School ()	Graduation Rate ()	Student Performance ()	Learning Environment ()	School Safety (X)	Teachers and Staff ()	Adult Literacy ()	Parental, Family, and Community Involvement ()
Miami-Dade County Public Schools Strategic Planning Goals							
Goal I		Goal II			Goal III		
School to Career (X)		Effective Learning Environment (X)			Efficient Management Practices ()		
Principles of School Performance Excellence Categories							
1	2	3	4	5	6	7	
School Leadership ()	Strategic Planning for School Improvement (X)	Student and Stakeholder Relationships ()	Data-Driven Decision-Making ()	Human Resource Focus ()	Educational Design, Services, and Support (X)	Performance Results (X)	
<p>MEASURABLE IMPROVEMENT OBJECTIVE</p> <p>Given increased contact via the efforts of parent, family, teacher, and administration involvement and contact, the number of students suspended for class truanancies during the 2001-2002 school year will decrease by 2% as compared to the previous year.</p>							

STRATEGIES

STRATEGIES	List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.	Timeline	
		Start Date	End Date
1. Identify and provide a targeted group of students with opportunities to explore career awareness experiences.	Occupational Specialist	Sep. '01	Jun. '02
2. Form an Intervention Team (I.T.) comprised of assistant principals, teachers, SCSi teacher, school resource officer, security personnel, peer counselors, and counselors to address the problem of class truanancies.	Intervention Team	Sep. '01	Jun. '02
3. Identify students in need of intervention.	*Assistant Principal for Discipline and SCSi Teacher	Sep. '01	Jun. '02
4. Make available workshops and literature for parents of the targeted student population in order to facilitate appropriate intervention strategies at school and at home.	*TRUST Counselor and Counselors	Sep. '01	Jun. '02
5. Provide inservice training for teachers to focus on improving skills/technologies regarding the areas of: record keeping and attendance procedureds, motivational rewards, classroom management, and how to help students succeed.	*Assistant Principal for Discipline and SCSi Teacher	Sep. '01	Jun. '02
6. Train a group or team of students as peer counselors to assist the Intervention Team.	*TRUST Counselor and Counselors	Sep. '01	Jun. '02
7. Meet and counsel students identified as truant.	*TRUST Counselor and Counselors	Sep. '01	Jun. '02

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

WAIVERS

Any waivers submitted for this school may be found in Appendix A: Waivers, at the back of this book.

**SCHOOL PERFORMANCE EXCELLENCE PLAN
REVIEW AND ACCEPTANCE SIGNATURES**

LOC. #: 6211

SCHOOL NAME: Glades Middle School

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

Required Signatures:

Principal;
EESAC Chair;
UTD Steward;
EESAC Parent Representative;
EESAC Business/Community Representative; and
EESAC Student Representative, as applicable.

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