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**School Number and Name:** 6861 Southwood Middle School

## *School Performance Excellence Plan*

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High School Feeder Pattern: *Miami Palmetto Senior*

Region: *V* Board District #: *9*

***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

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### Southwood Middle School

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Southwood Middle School, located in a residential community of South Miami-Dade County, provides educational opportunities for students in grades six, seven, and eight. The ethnic/racial makeup of the student population is 28 percent African-American, 29 percent Hispanic, 37 percent Anglo, 6 percent Asian, Indian, and multi-racial. As the first magnet school in Miami-Dade County, and a Magnet Schools of America Award recipient, Southwood specializes in the visual and performing arts while serving the many cognitive and affective needs of a varied student population. The faculty and parents, along with the Educational Excellence School Advisory Council, work together to maintain the school's reputation as one of Miami-Dade County's finest. The EESAC, along with the faculty, staff, and administration of Southwood Middle School, have reviewed the achievements of the students and conducted a needs assessment across the curriculum. This assessment has led to the development of the following School Performance Excellence Plan goals for the 2001- 2002 school year:

Given an instructional emphasis on reading for information, students will improve their ability to respond to "Read, Think, and Explain" questions related to content area readings, as evidenced by 50% of seventh grade students improving their scores on a site-authored pre-test given in September 2001 and a post-test given in May 2002 to be graded holistically using a rubric as documented on score reports.

Given an instructional emphasis on writing extended essays, students in grade eight will improve their ability to respond to prompts, as evidenced by the percentage of students scoring three or above will increase on a site-authored pre-test given in September 2001 and a post-test given in May 2002 to be graded holistically using a six point rubric as documented on score reports.

Given instruction in the Competency-Based Curriculum, students in grade eight will improve their mathematics application skills as evidenced by an increase of students scoring above 75 percent on a site-authored pre-test given in September 2001 and a post-test given in May 2002 as documented on score reports.

In order to achieve these objectives, appropriate strategies have been designed for students including Limited English Proficient (LEP), Exceptional Education students (ESE), and low-achieving students. Through its school improvement initiative, Southwood Middle School/Center for the Arts will strive to prepare today's students to become productive, responsible, and self-reliant citizens who are ready to meet the challenges of tomorrow's technologically advanced and multicultural society.

## **VISION**

Southwood Middle School strives to forge a partnership with society in order to build a community of learners who are well prepared to meet the challenges of a technologically advanced work force. In order to do so, the school offers its diverse population an intellectually stimulating curriculum in a culturally rich and accepting environment. Ultimately, students will develop a sense of respect for the individual rights of others while developing their own sense of self.

## **MISSION STATEMENT**

Southwood Middle School/Center for the Arts is committed to preparing today's students to become productive, responsible, and self-reliant citizens ready to meet the challenges of tomorrow's technological and multicultural society.

# SCHOOL FOUNDATION

## 1. ENVIRONMENT

### 1.1 Pedagogy

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

Southwood Middle School provides basic educational services based on the Sunshine State Standards to students in grades six through eight. Additionally, the school houses Miami-Dade County's first Magnet Program for the Arts. This program offers talented students from the school's target area a special opportunity to develop their gifts in the area of music, photography, fine arts, drama, and dance. The school's extensive technology department offers students, faculty, and parents the facilities to use the Internet and the latest technological advances to extend learning at the school site and at home. The student support services department offers the youth population peer mediation, mentoring, after-school tutoring, and other affective services. Students' cognitive needs are met through an innovative approach to teaching, which incorporates the latest advances in the field of education.

### 1.2 Culture

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

The focus at Southwood Middle School/Center for the Arts is committed to preparing today's student to become a productive, responsible, and self-reliant citizen ready to meet the challenges of tomorrow's technological and multicultural society. In doing so, the school strives to forge a partnership with society in order to build a community of learners. The faculty, staff, and administrators offer the school's diverse population an intellectually stimulating curriculum in an accepting environment. Ultimately, students will develop a sense of respect for the rights of others while developing their own sense of self in the world. Although the school has achieved substantial results in the past, the EESAC meets regularly to plan areas of further growth. Meeting the affective, as well as the cognitive needs of adolescent students continues to be at the forefront of the school's goals. In an attempt to do so, the school's student services department is initiating Project Wisdom to address these affective needs and conflict resolution concerns.

### 1.3 Human Resources

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

The school employs 114 full-time staff members and 16 part-time staff members. Of this group, 4 are administrators, 64 are classroom teachers, 6 are exceptional student teachers, 8 are student services personnel, 1 is a paraprofessional, 12 are clerical employees, six are full-time security monitors, 12 are cafeteria workers, and nine are custodial service workers. Of the teaching staff, two teachers hold National Board Certification, six teachers and one counselor are new to the school, with the remaining teachers having an average of 12 years experience in the teaching profession. 41 of these have advanced degrees.

### 1.4 Building Resources

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

Southwood Middle School is located on 18 acres in the south end of Miami-Dade County at 16301 S.W. 80 Ave, Miami, Fl. 33157. The school is housed in one, two-story building and five portables. The 25 year old school has 77 classrooms which includes three computer labs, and over 295 computers throughout the school. The school has been retro-wired to provide Internet and Intranet service to 100% of the classrooms. The media center houses a state-of-the-art closed circuit television system. The school houses an Arts Magnet. The program offers talented students the opportunity to develop their gifts in the areas of fine arts, voice, orchestra, band, keyboard, dance, photography, and drama. As Miami-Dade County's first magnet program, the school has won countless local and national awards. Recently, the school was named a Magnet School of America Award recipient. The EESAC, along with the Magnet Parent Booster Organizations, regularly evaluates the equipment and material needs of the individual magnet strands and purchases new equipment to support the programs as deemed necessary.

### 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 OSHA and environmental requirements.

The school adheres to the policies 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.*

Southwood Middle School serves 1852 students from the surrounding neighborhood, approximately 1100 are transported to the school daily on 31 buses. Thirty-three percent of the school's population are from an economically disadvantaged area to the south of the school. Twenty-four percent are from the school's magnet target area which extends beyond the school's regular boundary. Of the total number of students enrolled at the school 64.3 percent are enrolled in the standard curriculum, 6 percent are ESE students, 27.3 percent are in Gifted Education programs, 2.4 percent are receiving ESOL services, and 33 percent are considered economically disadvantaged based on the free and reduced lunch applications. The ethnic/racial makeup of the student population is 28 percent African-American, 29 percent Hispanic, 37 percent Anglo, 6 percent Asian, Indian, and multi-racial. The mobility rate of the school is 14 percent.

Because of the relatively low income bracket of 33 percent of the school population, the students are in need of support to secure the basic resources that will enable them to participate fully in community life. The PTSA, Chamber South, the school's administration, and the student services department are instrumental in identifying the neediest families and providing both direct assistance and references to appropriate social service agencies. Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs. Many of these students require extensive redirection of unproductive behaviors which is the responsibility of the members of the Child Study Team especially the counselors.

### **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.*

Southwood Middle School endeavors to create a community of learners in several ways. Each year at the beginning of the school year, Southwood's PTSA and the Magnet Parent Booster Organizations sponsor informational meetings to assess needs, meet teachers, discuss educational goals, and generate a volunteer roster. All parents and the entire neighborhood are invited to participate. Additionally, attendees are asked to complete a survey detailing services they would like to see added at the school. The input from these meetings is then categorized and examined by the department chairs along with the administration. The results of this survey are tallied and Southwood PTSA board along with the Assistant Principal in charge of volunteers and the Occupational Specialist begin the process of scheduling events that the community requested. Past events have taken the form of monthly seminars, cooperative partnering with local high school Community School classes, and teacher provided workshops. This allows the school to keep up with changing needs of the changing community that surrounds it.

Additionally, the community enjoys the benefits of using the school's auditorium as a meeting place for Chamber of Commerce meetings, Town Hall meetings, and other important community gatherings.

### **2.3 Human Resources**

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

The Union and the School Board negotiate the benefits package enjoyed by employees of Southwood Middle School. This package includes a comprehensive health component as well as standard insurances and other selected benefits.

The faculty and staff at Southwood are provided with their choice of professional development programs that are provided by the District. Additionally, the option exists to petition the Educational Excellence School Advisory Council (EESAC) for funds to attend fee-paid trainings, conferences, and workshops that are in alignment with the goals of the school.

Outstanding contributions to the progress of the school are acknowledged over the public address system as the occasions arise. Additionally, the monthly PTSA newsletter highlights notable activities of faculty and staff. At the end of each year, the employees gather for an awards dinner/roast at which employees are recognized, in a humorous vein, for their unique contributions to the school.

Results of the School Climate Survey indicate that staff morale is high and that, in general, Southwood is thought of as a good place to work.

#### **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.***

Southwood Middle School enjoys a collaborative relationship with Florida International University, University of Miami, Miami-Dade Community College, Nova Southeastern University, and other universities throughout the state. Students from the university provide tutoring and mentoring for Southwood's students and, at the same time, Southwood teachers provide supervision to interns from the universities. Almost all students leaving Southwood Middle after the eighth grade will attend either Palmetto, Killian, or Southridge High Schools. Many of the students opt to apply and audition for many of the county's Magnet high schools. The staff from Southwood works closely with these high schools on articulation issues to ensure that entering ninth graders are prepared with the background they need to be successful in high school. Southwood is pleased to be part of a close partnership with Eastridge Retirement Center. Volunteers from the center tutor in the after school program located in the school's media center. In return, Southwood Middle provides holiday performances by the magnet students in the center's cafeteria along with cake and coffee mixers by the National Junior Honor Society. Southwood Middle School maintains a committee to address stakeholder needs such as purchasing procedures and social service agency requirements

### **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 Southwood Middle School has increased by 20.49 percent over the past five years. The Florida Department of Education grades Southwood Middle as an "A" school, and Southwood Middle is proud of its distinction as a Magnet Schools of America Merit Award recipient for its outstanding parent involvement, academic achievements, and national recognition in the area of the arts.

#### **3.2 Competitors**

***This item explores the alternate schools available to students.***

Several private schools are within or close to the boundaries of Southwood Middle School. These include St. John Neumann, Temple Beth Am, The Heritage School, Gulliver Academy, and Ransom Everglades. Some of these institutions have been approved to receive vouchers from the Florida Department of Education, should the students at Southwood Middle become eligible. Additionally, there is one nearby public charter school, ASPIRA Academy, that draws students from the same locations as does Southwood. The Florida Department of Education grades Southwood Middle as an "A" school. Southwood Middle is proud to have met all of the criteria mandated by the state.

#### **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.***

Southwood Middle School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed.

Southwood Middle School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This on-going communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs. Beyond the three "R's", offering support to the parents and students of Southwood Middle School is crucial to the success of the school. Students need access to a strong system of mentoring to address academic deficits and behavioral issues. Parents and students are given tools to meet the needs in the area of: basic literacy; computer research; parenting skills; and access to social services and governmental resources. In order to provide for these needs, Southwood Middle School has instituted an after-school tutorial program, a community outreach program handled by the Occupational Specialist, and numerous sports and academic extracurricular opportunities for students. All of these activities include services for students, for parents, and interactive parent/student services.

#### **3.4 Dynamics**

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

Enrollment at Southwood Middle School has increased by 20.49 percent over the past five years. This is due in part to boundary changes. The EESAC has determined that the increase in the number of students and the types of competing schools which may impact the school's population in the neighborhood is not a potential threat to Southwood Middle.

## 4. CHALLENGES

### 4.1 Learning

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

Southwood Middle School has identified several issues concerning challenges in learning. Among these are many of the economically disadvantaged students seem reluctant to spend the time outside of the classroom that is needed to master new skills and to retain competence in skills already taught. Less than 25 percent of these disadvantaged students have access to the Internet or computers at home. Feedback from faculty at Southwood Middle indicates that less than half of these students maintain a "C" academic average or higher. Attitudinal surveys indicate a lack of connection between the activities of the students at school and the skills specific careers require. Surveys indicate a lack of multicultural understanding that is leading to conflict among students and student groups and some teachers. Home visits frequently indicate a lack of access to electronic communication devices. Among the disadvantaged students, a majority of families are dependent upon services of government and faith-based organizations for assistance in providing for the basic needs of the students.

### 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.*

Southwood Middle School has identified several challenges in relationships with faculty. Although Southwood Middle School is considered a very desirable place to work, some issues have come to light. Results of the School Climate and the Performance Excellence Self-Assessment indicate the following:

- that teachers feel fearful of the changes that will come about due to the new teacher assessment and evaluation system, PACES;
- teachers feel that class sizes are too large in order to ensure optimal student learning;
- student deficiencies in basic academic skills interfere with the fulfillment of the Competency-Based Curriculum.

### 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.*

Southwood Middle School has identified several issues concerning challenges in relationships with internal operations and external forces. Among these are that the great number of students who are out of area who wish to attend the school will continue to cause class sizes to increase;

- that communication with the parents of students from the economically disadvantaged area which attend the school is not sufficient and consistent enough to ensure optimal student learning.

### 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.*

Southwood Middle School has identified several issues concerning challenges in process improvement. Among these are the overcrowding of classes; the number of disadvantaged students who lack adequate academic support and/or materials at home; student scores on the FCAT reading test indicate that 13 percent of students scoring at FCAT Achievement Level 1 or 2; and teachers feel they would benefit from opportunities for collaboration on a regular basis.

## 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.*

Southwood Middle School has identified several issues concerning improvement in education design and support process improvement.

Among these are

- Many students from the economically disadvantaged area which sends students to Southwood seem reluctant to spend the time outside of the classroom that is needed to master new skills and to retain competence in skills already instructed.
- In order to address this need, Southwood Middle will create, distribute, and analyze responses to a survey designed to elicit the attitudinal causes for this lack of persistence. Results will be used to design a mentoring and tutoring program to support students in their academic pursuits. This will be overseen by the Occupational Specialist who is also a community liaison. Funding for this project will be derived from EESAC funds.
- Surveys indicate a lack of multi-cultural understanding that is leading to conflict between students and student groups.
- In order to address this need, Southwood Middle will further develop its conflict resolution and peer mediation program in the coming school year. This will be directed by the TRUST Counselor.

### 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.*

Southwood Middle School has identified several issues concerning improvement in the education delivery



process. Among these are the results of the School Climate Survey and the Performance Excellence Self-Assessment which indicate that teachers feel that their class sizes are too large in order to ensure optimal student learning. In order to address this need, Southwood will survey staff regarding personal and professional remedies that they feel would resolve the large class size problem. The assistant principal over room utilization will review possible expansion and/or floating situations which could reduce class sizes. Additional needs identified in the survey will be dealt with on an individual basis.

Analysis of the PACES evaluations for the past three years indicates that teachers need to increase their fluency in providing students with skills to enable thinking. In order to address this need, Southwood has arranged for inservices to train teachers in thinking skills education and professional growth teams and will provide this training on professional development days.

### **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.***

Southwood Middle School has identified an issue concerning challenges in improving relationships with internal operations and external forces. Some of the Southwood Middle teachers feel that they are functioning in isolation, with little opportunity for collaboration. In order to address this, Southwood Middle will promote the exchange of tacit, as well as explicit, knowledge. Included in the formats to be used to provide the opportunity for this transfer are cross-curricular planning teams, common planning time blocks, grade group planning during department meeting times, weekly sharing sessions on topics of concern to the faculty. Additionally, professional development in knowledge management and professional growth teams will be provided to all staff members during the early dismissal days.

Data describing collaborative efforts is not available. In order to address this need, Southwood Middle will begin collecting data regarding opportunities for collaboration from each academic department. This data will be aggregated and distributed to all faculty for input. The more effective efforts will be duplicated across the entire Southwood Middle population.

### **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.***

Southwood Middle School has identified several issues concerning challenges in process improvement. Among these is the overcrowding of classes. In order to address this problem, the administrator in charge of room utilization will review usage and determine if new classes can be created in order to reduce existing class counts. Another problem expressed by the EESAC is the number of disadvantaged students who lack adequate academic support and or materials at home. The student services department will issue a memo explaining to all team leaders the proper procedure needed to acquire all necessary materials and services for students. The EESAC is also open to funding the Activities Bus which will transport students who wish to stay for after-school tutoring. Since student scores on the FCAT reading test indicate that 13 percent of students scoring at FCAT Achievement Level 1 or 2, all these students will be scheduled into an elective course designed to address these deficiencies. To assist teachers who feel they are functioning in isolation with little opportunity for collaboration on a regular basis, the weekly department meetings will allow for grade level collaboration. All efforts will be made by the administration to facilitate teachers attending District training designed to enhance professional growth and communication. Additionally, professional development will be offered in the areas of encouraging higher order thinking; the PACES professional growth team process, and utilizing the FCAT workbooks purchased from Prentice Hall.

# 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.	13	63	14	9	1	20	51	15	10	4
2. My child's school is kept clean and in good condition.	21	61	8	8	3	20	47	13	14	6
3. My child's school is overcrowded to the degree that it affects learning.	16	33	21	28	3	18	24	23	25	10
4. My child's school maintains high academic standards.	24	60	12	4	1	16	44	26	10	3
5. My child's school uses adequate disciplinary measures in dealing with disruptive students.	14	47	26	11	2	23	44	21	8	4
6. My child's school makes available textbooks, equipment, and supplies needed for learning.	31	57	7	4	2	29	49	9	10	4
7. My child's school serves lunches that are nutritious and taste good.	4	26	35	17	18	10	24	24	20	22
8. My child's school keeps bathrooms clean and in good condition.	3	23	27	25	22	8	20	24	23	25
9. My child's teachers are friendly and easy to talk to.	20	53	13	11	3	27	50	13	7	3
10. My child's teachers make learning interesting and relevant.	14	58	18	8	2	21	50	18	9	3
11. My child's teachers motivate students to learn.	14	57	13	13	3	23	48	17	9	3
12. My child's teachers take an interest in students' educational future.	18	47	18	12	5	24	45	20	8	3
13. My child's teachers are knowledgeable and understand their subject matter.	25	59	11	4	1	23	53	18	5	2
14. My child's teachers assign meaningful homework that helps students learn.	17	54	10	14	5	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.	16	40	17	19	7	23	43	14	13	7
16. My child's school is effectively teaching students the basic academic skills in reading.	21	67	5	5	1	25	58	10	5	2
17. My child's school is effectively teaching students the basic academic skills in mathematics.	22	66	5	5	2	26	58	8	6	2
18. My child's school is effectively teaching students to speak and write correctly in English.	24	60	9	5	1	29	54	9	6	2
19. My child's school is effectively teaching students to investigate problems in science.	21	62	14	3	1	23	53	16	7	2
20. My child's school is effectively teaching students to use computers.	15	45	17	20	4	22	42	17	12	7
21. My child's school is effectively teaching students to think critically and reason out problems.	16	60	17	6	1	19	50	20	8	3
22. My child's school is effectively teaching students to develop good study and work habits.	17	50	13	17	3	21	49	16	11	3
23. My child's school is effectively teaching students to get along with different kinds of people.	17	58	15	8	2	23	49	18	7	3
24. The school and law enforcement authorities work together to keep my child's school free of violence.	19	52	18	7	3	29	41	15	9	6
25. The school and law enforcement authorities work together to keep my child's school free of gang activity.	23	49	20	5	2	29	40	18	8	5
26. The school and law enforcement authorities work together to keep my child's school free of substance abuse.	24	45	22	7	2	29	40	19	7	5
27. The principal does an effective job running my child's school.	18	52	18	8	4	28	44	19	6	4
28. The principal is available and easy to talk to.	14	29	37	13	7	21	33	30	10	6
29. The assistant principals are effective administrators.	15	43	31	8	3	22	42	27	6	4
30. Guidance counselors are concerned about and try to help students with educational and personal problems.	25	39	23	7	6	28	41	21	6	4
31. Staff in the principal's office treat me with respect when I contact my child's school.	18	55	9	14	4	31	48	11	7	4
32. School staff respond to my needs and concerns in a reasonable period of time.	13	51	14	15	7	23	47	16	9	5
33. My child is getting a good education at this school.	30	53	8	5	4	27	51	11	7	3
34. The overall climate or atmosphere at my child's school is positive and helps my child learn.	22	59	9	9	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.	40	45	3	12	0	39	44	5	10	3
2. At my school the school building is kept clean and in good condition.	42	47	2	8	2	25	43	5	20	8
3. At my school personnel work together as a team.	22	53	12	8	5	23	48	9	15	5
4. At my school administrators solve problems effectively.	15	37	17	20	12	21	41	12	17	8
5. At my school I feel that my ideas are listened to and considered.	18	43	18	17	3	22	43	16	12	7
6. At my school adequate disciplinary measures are used to deal with disruptive behavior.	14	24	17	24	22	19	36	10	22	13
7. My principal is an effective administrator.	23	47	13	12	5	34	37	12	10	7
8. My principal represents the school in a positive manner.	38	45	13	3	0	43	38	10	5	4
9. My principal demonstrates good interpersonal skills.	28	48	7	10	7	36	35	10	11	8
10. My principal deals with conflict constructively.	25	35	18	17	5	33	33	18	10	6
11. My principal responds in a reasonable time to my concerns.	32	47	15	7	0	35	37	15	8	5
12. My principal treats me with respect.	43	40	7	8	2	49	35	7	5	4
13. My principal is receptive to constructive criticism.	22	30	35	12	2	28	28	29	9	7
14. My principal is supportive of teachers.	29	42	10	10	8	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.	45	34	3	12	5	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.	31	29	10	19	10	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.	20	25	3	37	14	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	17	12	44	22	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.	10	12	34	37	7	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.).	2	24	2	50	22	14	24	9	37	16
21. My ability to do the best possible job at this school is limited by school violence.	3	10	15	46	25	4	12	11	46	28
22. My ability to do the best possible job at this school is limited by student gang activity.	2	3	20	37	37	2	6	16	41	36
23. My ability to do the best possible job at this school is limited by student substance abuse.	0	3	24	45	28	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.	2	43	9	38	9	5	28	15	35	18
25. I feel satisfied concerning how my career is progressing at this school.	18	50	12	12	8	19	46	15	13	7
26. I have a feeling of job security in my present position.	30	52	8	8	2	28	50	11	7	4
27. I like working at my school.	37	42	8	10	3	36	43	10	7	4
28. Staff morale is high at my school.	15	15	20	28	22	14	32	18	21	15
29. I frequently feel overloaded and overwhelmed while working at my school.	18	38	7	25	12	18	33	10	31	7
30. Annual teacher evaluations are fair and reasonable.	27	62	8	3	0	27	51	17	3	2
31. Annual teacher evaluations are used to improve teacher performance.	14	46	31	10	0	19	43	25	9	4
32. Inservice programs keep me informed of the latest educational strategies.	17	50	13	13	7	24	52	11	9	4
33. I believe children attending my school are receiving a good education.	37	47	7	10	0	25	52	13	7	3
34. The overall climate or atmosphere at my school is positive and helps students learn.	24	49	12	14	2	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.	10	57	15	13	5	15	44	17	15	9				
2. My school building is kept clean and in good condition.	6	38	18	27	12	7	29	16	29	19				
3. Students in my school usually follow school rules.	2	18	22	31	27	3	15	21	35	26				
4. There are too many students in my classroom and that affects how much I learn.	17	16	17	37	14	14	18	16	34	18				
5. My teachers require that I work very hard for the grades I get.	34	41	14	6	5	35	44	12	6	4				
6. My school has enough books and equipment to help me learn.	22	43	14	14	8	19	39	16	16	11				
7. Food served for lunch at my school looks good and tastes good.	4	12	18	18	48	4	13	16	23	44				
8. Bathrooms in my school are clean and in good condition.	2	8	12	28	50	3	9	11	27	51				
9. My teachers are friendly and easy to talk to.	9	41	26	14	10	17	38	22	15	9				
10. My teachers make learning fun and interesting.	7	31	28	21	12	13	36	22	18	10				
11. My teachers make me want to learn.	10	33	26	19	11	17	38	21	16	9				
12. My teachers know a lot about the subjects they teach.	34	45	11	5	6	32	44	13	6	4				
13. My teachers give me meaningful homework that helps me learn.	15	38	20	14	13	18	40	19	13	9				
14. My teachers are interested in how I do in the future.	19	34	28	10	9	22	36	23	11	8				
15. My teachers let me know how I am doing on my school work.	24	44	16	10	7	25	47	12	10	6				
16. Violence is a problem at my school.	14	24	25	27	10	20	24	22	21	13				
17. Gangs are a problem at my school.	6	8	23	33	30	12	14	23	28	23				
18. Student drug and alcohol use are problems at my school.	7	13	26	25	29	11	14	25	25	26				
19. My principal does a good job running the school.	12	30	32	10	15	20	33	22	12	13				
20. The assistant principals are available when needed.	9	32	31	15	13	15	33	25	15	12				
21. My guidance counselor helps me with school and personal problems.	30	31	25	7	7	24	32	26	10	9				
22. Adults at my school care about me as an individual.	9	20	39	16	15	11	29	30	17	13				
23. Adults at my school help me when I need it.	10	38	31	11	8	13	37	25	14	10				
24. I like coming to my school.	12	30	21	11	26	16	32	17	14	21				
25. I am getting a good education at my school.	19	52	16	6	7	21	45	18	9	7				
26. The overall climate or feeling at my school is positive and helps me learn.	9	41	26	13	11	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

<b>Staff Characteristics</b>				
<b>Attendance</b>	<b>1996-1997</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1998-1999</b>
% of Instructional Staff	95.7	97	96.2	95.9
Number of Days Abs.				
None	2	1	4	0
0.5-5	26	33	30	36
5.5-10	31	32	30	27
10.5-15	10	7	12	8
15.5-20	5	2	2	7
20+	3	0	2	3

<b>Student Characteristics</b>									
<b>Mobility/Stability</b>	<b>1996-1997</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>Attendance</b>	<b>1996-1997</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>
New to M-DCPS	82	87	81	86	% of Students	94.4	95.4	95.6	95.8
Mobility Index	18	17	14	13	Number of Days Abs.				
					None	54	146	141	137
					0.5-5	306	671	768	792
					5.5-10	198	447	485	536
					10.5-15	114	251	226	186
					15.5-20	55	81	87	90
					20+	82	101	82	77

## COMPREHENSIVE NEEDS ASSESSMENT DATA FOR ACCOUNTABILITY

<b>G r a d e</b>	<b>FCAT Reading</b>											
	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
<b>4</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>8</b>	13	14	14	37	39	36	87	86	86	63	61	64
<b>10</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

<b>G r a d e</b>	<b>FCAT Writing</b>					
	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
<b>4</b>	n/a	n/a	n/a	n/a	n/a	n/a
<b>8</b>	4	3	2	96	97	98
<b>10</b>	n/a	n/a	n/a	n/a	n/a	n/a

<b>G r a d e</b>	<b>FCAT Mathematics</b>											
	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
<b>5</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>8</b>	16	14	10	32	27	23	84	86	90	68	73	77
<b>10</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

## COMPREHENSIVE NEEDS ASSESSMENT MAJOR PROGRAMS

### Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Accelerated Reader	6, 7, 8	Nov. '99
Best Practices in Reading	6, 7, 8	Sep. '00
After-School Tutorial Program	6, 7, 8	Sep. '98
Saturday School	6, 7, 8	Oct. '98

### Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Writing Across the Curriculum	6, 7, 8	Sep. '99
District Writing Contests	6, 7, 8	Sep. '90
After School Tutorial Program	6, 7, 8	Sep. '98
Creative Writing	6, 7, 8	Sep. '99
CRISS Strategies	6, 7, 8	Sep. '00
FCAT Saturday tutoring session	6, 7, 8	Oct. '98
Florida Writes Mock Test	6, 7, 8	Jan. '98

### Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
"Best Math Practices"	6, 7, 8	Sep. '97
Bridges to Careers Math Initiative	6, 7, 8	Sep. '99
After School Tutorial	6, 7, 8	Sep. '98
ESOL Tutoring	6, 7, 8	Sep. '00

### Other Areas

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
School-To-Careers	6, 7, 8	Sep. '98
Career Fairs	6, 7, 8	May '92
Bridges to Careers in Science	6,7, 8	Sep. '99
Career Awareness Week	6, 7, 8	Apr. '98
Exceptional Student Program	6, 7, 8	Sep. '90
African American Voices	6, 7, 8	Sep. '98

## COMPREHENSIVE NEEDS ASSESSMENT PROFESSIONAL DEVELOPMENT

### Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Academy of Reading Workshop	3	Sep. 19, '00
Reading Workshop at Coral Reef Senior	1	Oct. 02, '00
Library Media Specialist Meeting	1	Oct. 10, '00
FCAT Reading and Writing	1	Oct. 10, '00
Reading 2000 for the Middle School	1	Oct. 16, '00
CRISS Training	1	Oct. 16, '00
Language Arts Department Chairperson Meeting	1	Oct. 17, '00
CRISS Training for Social Studies Teachers	3	Oct. 25, '00
Independent Reading Conference	1	Oct. 26, '00
Holocaust Education Seminar	1	Nov. 03, '00
CRISS Training for Social Studies Teachers	3	Nov. 08, '00
Holocaust Education Seminar	1	Nov. 13, '00
Holocaust	1	Nov. 21, '00
Project-Based Training	1	Nov. 29, '00
Holocaust Education	1	Dec. 15, '00
Academy of Reading	2	Jan. 16, '01
Academy of Reading	2	Jan. 17, '01
South Florida Thinking Skills Conference	1	Mar. 22, '01
School Library Media Month	1	Apr. 10, '01
Holocaust Conference	1	Apr. 27, '01
Holocaust Education	1	May 03, '01
Reading Conference	1	May 08, '01
CRISS Training for Social Studies Teachers	3	May 08, '01
Language Arts Department Chairperson Meeting	1	May 15, '01
AP Vertical Teaming Workshop	1	May 17, '01
AP Vertical Teaming Workshop	1	May 18, '01
ESOL Workshop	1	May 21, '01

### Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Writing, SSS, NRT	1	Feb. 02, '01

### Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Advanced Placement (AP) Math	1	Oct. 20, '00
Math Inservice	1	Oct. 26, '00



Family Math - The Middle School Years	3	Nov. 03, '00
Algebra 1/Science Inquiry	1	Nov. 03, '00
Math and Science	6	Nov. 14, '00
Math Inservice	1	May 10, '01

### Other Professional Development Provided or in Progress

TRAINING	NUMBER TRAINED	DATE
D-FY-IT	1	Sep. 14, '00
Sustainable Seas Expeditions Project	1	Sep. 14, '00
Department of Career Preparation	1	Sep. 15, '00
Student Services Orientation Meeting	1	Sep. 18, '00
Technology Conference	6	Sep. 21, '00
TRUST Meeting	1	Sep. 22, '00
Athletic Facilitator Meeting	1	Sep. 26, '00
Career Specialist Conference	1	Sep. 26, '00
United Way Breakfast	1	Sep. 28, '00
FBLA training	1	Sep. 29, '00
Magnet Teacher Planning Meeting	1	Sep. 29, '00
Teachers of Mainstreamed Students Visually Impaired	1	Oct. 02, '00
Dade Partners/School Volunteers	1	Oct. 10, '00
FAST Conference	2	Oct. 12, '00
Florida Council for Social Studies	1	Oct. 13, '00
FATE Conference 2000	1	Oct. 13, '00
Explore Training	1	Oct. 18, '00
Team Meeting - Student Services	5	Oct. 18, '00
CST Training	2	Oct. 19, '00
Middle School Teachers of the Gifted	1	Oct. 23, '00
Guidance	1	Oct. 24, '00
FBLA Leadership Training	1	Oct. 24, '00
In School Chamber	1	Oct. 27, '00
Project Citizen	1	Oct. 26, '00
Feeder Pattern Inservice Trainings	1	Oct. 27, '00
Social Studies Workshop	1	Nov. 01, '00
Networking Workshop	1	Nov. 02, '00
Student Services Mini-Conference	1	Nov. 03, '00
Business Technology Mini-Conference	1	Nov. 03, '00
HIV/AIDS Workshop	1	Nov. 03, '00
Career Education	1	Nov. 09, '00
Inservice for Earth/Space Science	1	Nov. 14, '00
Student Services	1	Nov. 15, '00
Portfolio Focus Group	2	Nov. 17, '00
TRUST	1	Nov. 17, '00
Addressing the Needs of All Children Workshop	4	Nov. 20, '00
Cyberstar Training	1	Nov. 29, '00

Feeder Pattern Inservice Training	1	Dec. 08, '00
Career Education	1	Dec. 08, '00
PACES / CD Rom Training	1	Dec. 11, '00
African American History Advocates	1	Dec. 11, '00
Earth/Space Science	1	Dec. 12, '00
Division of Life Skills	1	Dec. 12, '00
Inservice for Secondary Science Chairs	1	Dec. 14, '00
Trust Meeting	1	Dec. 15, '00
Advanced Skills of Functional Assessment of Behavior	1	Jan. 08, '01
Planning and Coordinating Recruitment Events	1	Jan. 10, '01
All State Orchestra Convention	1	Jan. 10, '01
Alternative Schools	1	Jan. 11, '01
Technology	6	Jan. 12, '01
Helping the Helper	6	Jan. 18, '01
Up Front Drug Information	1	Jan. 19, '01
Careers in Aviation	1	Jan. 19, '01
Social Studies Conference	1	Jan. 26, '01
First Days of School	1	Jan. 26, '01
Music Education Day	1	Jan. 26, '01
National Girls & Women in Sports Day	1	Feb. 05, '01
IEP Training	2	Feb. 06, '01
Business Education	1	Feb. 08, '01
Red Cross	1	Feb. 13, '01
Behavior Management Creating Environments Conducive to Learning	1	Feb. 13, '01
Miami-Dade Alliance for Career Education	1	Feb. 15, '01
EXPLORE Assessment Workshop	1	Feb. 28, '01
Presentation to Elementary Counselors	1	Mar. 08, '01
Feeder Pattern Inservice Trainings	1	Mar. 23, '01
PACES	1	Mar. 26, '01
Conflict Resolution	1	Mar. 27, '01
Individual Educational Plan Workshop	4	Mar. 30, '01
FBLA Leadership Conference	1	Apr. 10, '01
Education and Business Coalition Meeting	1	Apr. 12, '01
ESE Issues and Regulations	1	Apr. 12, '01
Student Services Meeting	5	Apr. 18, '01
School-To-Career Conference	1	Apr. 19, '01
Multi-Lingual Summit	1	Apr. 20, '01
Geography Bee	2	Apr. 27, '01
Social Studies Conference	6	May 01, '01
Videodiscovery Technology Materials	1	May 01, '01
Mediation/Peer Counseling Workshop	1	May 02, '01
PROUD Training	1	May 03, '01
CRISS Training	3	May 08, '01
Career Day	1	May 11, '01
African American History Advocates	1	May 18, '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:***

Budget: From its anticipated operating budget of approximately \$18,000, the EESAC plans to set aside \$10,000 for the SPEP related needs, including staff development, which are detailed on proposals presented by the academic departments, approximately \$4,500 for the "Activity Bus" to transport students who take advantage of the after-school tutorial services at the school, approximately \$600 for student awards and incentives, with the remaining amount of approximately \$2900 going toward departmental textbook needs.

#### ***Training:***

The EESAC considers staff development a major priority. As such, the committee, under the guidance of the curriculum assistant principal, is encouraging the academic departments to present proposals, which illustrate the potential impact that staff development will have on student learning. The \$10,000 will be utilized to fund temporary instructors who will continue the educational program for the students while the teachers are participating in workshops and inservices focusing on the objectives and activities detailed in the SPEP.

#### ***Instructional Materials:***

The EESAC, with the guidance of the curriculum assistant principal and the department chairpersons, provides continuous input on the selection and/or utilization of instructional materials, particularly as it pertains to the SPEP.

#### ***Technology:***

The infusion of technological advances across the curriculum is an important consideration of the EESAC. The continued development of the three computer labs, as well as the purchasing of innovative software and hardware which will further the SPEP, are in the forefront of educational recommendations made by the EESAC.

#### ***Staffing:***

The EESAC has input on staffing issues. Included in these is the utilization of faculty through creative staffing approaches designed to encourage optimal student learning.

#### ***Student Support Services:***

Since the EESAC considers School-to-Career an important schoolwide priority, the committee has provided input in the development of the SPEP goals which incorporate career identification and research, written and verbal communication skills, "real world" problem solving, and conflict resolution. All of these are presented under the supervision of the counseling department.

#### ***Other Matters of Resource Allocation:***

In the event that the school receives additional funds as it did during the 2000 – 2001 school year when it received monies from the State of Florida's A+ Program, the EESAC will allocate these funds to improve the educational emphasis of the school.

#### ***Benchmarking:***

The EESAC will continue to review departmental requests for materials which enhance student learning. Along these lines, the FCAT benchmarks are incorporated throughout the curriculum and have been made part of the SPEP. By doing so, the EESAC hopes to make an impact on the benchmark assessments.

#### ***School Safety and Discipline:***

The safety of students and all faculty and staff is of critical importance to the EESAC. A regular review of all facets of personal safety, along with the development of the school's discipline plan is a regular part of the EESAC consideration.

## MEASURABLE OBJECTIVE

<b>Florida's System of School Improvement and Education Accountability (229.591 F.S.) Education Goals</b>							
<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>	<b>Goal 5</b>	<b>Goal 6</b>	<b>Goal 7</b>	<b>Goal 8</b>
Readiness to Start School  ( )	Graduation Rate  ( )	Student Performance  (X)	Learning Environment  ( )	School Safety  ( )	Teachers and Staff  ( )	Adult Literacy  ( )	Parental, Family, and Community Involvement  ( )
<b>Miami-Dade County Public Schools Strategic Planning Goals</b>							
<b>Goal I</b>		<b>Goal II</b>			<b>Goal III</b>		
School to Career  (X)		Effective Learning Environment  (X)			Efficient Management Practices  ( )		
<b>Principles of School Performance Excellence Categories</b>							
1	2	3	4	5	6	7	
School Leadership  ( )	Strategic Planning for School Improvement  (X)	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  ( )	Human Resource Focus  (X)	Educational Design, Services, and Support  ( )	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given an instructional emphasis on reading for information, students will improve their ability to respond to "Read, Think, and Explain" questions related to content area readings, as evidenced by 50% of seventh grade students improving their scores on a site-authored pre-test given in September 2001 and a post-test given in May 2002 to be graded holistically using a rubric as documented on score reports.</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. Complete student activities in all elective classes which utilize informational text regarding careers and FCAT style reading questions with multiple choice, short and extended format responses. (To be done a minimum of once each nine weeks throughout the year.)	*Occupational Specialist, Elective Department Chairperson	Sep. '01	Jun. '02
2. Provide teachers with training designed to support increased use of reading activities in the content area and an understanding of the nature of FCAT testing related to reading.	Assistant Principal supervising Language Arts	Sep. '01	Jun. '02
3. Complete student activities in grades 8 social studies classes that utilize content related informational texts and FCAT style reading questions with multiple choice and short answer format responses. (To be done a minimum of 6 times during the first semester.)	Social Studies Department Chairperson	Sep. '01	Jun. '02
4. Complete student activities in grades 6 – 7 social studies classes that utilize content related informational text and FCAT style reading questions with multiple choice and short answer format responses. (To be done a minimum of 2 times each nine weeks.)	Social Studies Department Chairperson	Sep. '01	Jun. '02
5. Provide computer assisted instruction for lower level reading classes.	Assistant Principal supervising Language Arts	Sep. '01	Jun. '02
6. Consistently implement the requirements of the District Comprehensive Reading Plan including reading time during the school day and maintaining a log by each student reflecting a required minimum of 5 books read each nine weeks.	*Assistant Principal supervising Language Arts, Language Arts Department Chairperson	Sep. '01	Jun. '02
7. Utilize reader response activities across all content areas to generate student responses to written material which is read.	Language Arts Department Chairperson	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  (X)	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  (X)	Human Resource Focus  (X)	Educational Design, Services, and Support  ( )	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given an instructional emphasis on writing extended essays, students in grade eight will improve their ability to respond to prompts, as evidenced by the percentage of students scoring three or above will increase on a site-authored pre-test given in September 2001 and a post-test given in May 2002 to be graded holistically using a six point rubric as documented on score reports.</p>							

## STRATEGIES

<b>STRATEGIES</b>	<b>List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.</b>	<b>Timeline</b>	
		<b>Start Date</b>	<b>End Date</b>
1. Complete a writing activity in each language arts class related to researching a career and the development of a career timeline. (Grades 6 –7)	*Occupational Specialist, Language Arts Department Chairperson	Sep. '01	Jun. '02
2. Provide teachers with training designed to support increased use of writing activities in the content area, an understanding of the nature of FCAT testing related to writing, and an understanding of a rubric for grading short answer responses.	Assistant Principal supervising Language Arts	Sep. '01	Jun. '02
3. Complete student writing activities in language arts classes, on a regular basis, which assist students in responding to extended essay prompts.	Language Arts Department Chairperson	Sep. '01	Jun. '02
4. Complete student writing activities in all social studies classes which utilize CRISS strategies.	Social Studies Department Chairperson	Sep. '01	May '02
5. Conduct one Mock FCAT Writing Assessment for grades six and seven through advisement.	*Testing Chair, Language Arts Department Chairperson	Sep. '01	Feb. '02
6. Create, administer, and score a site-authored writing pre and post-test in eighth grade utilizing a prompt requiring an extended essay response in September 2001 and in February 2002.	Language Arts Chairperson	Sep. '01	Feb. '02
7. Utilize graphic organizers across all content areas to generate student responses to writing prompts.	Assistant Principal supervising Language Arts	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

<b>Florida's System of School Improvement and Education Accountability (229.591 F.S.)</b>							
<b>Education Goals</b>							
<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>	<b>Goal 4</b>	<b>Goal 5</b>	<b>Goal 6</b>	<b>Goal 7</b>	<b>Goal 8</b>
Readiness to Start School  ( )	Graduation Rate  ( )	Student Performance  (X)	Learning Environment  ( )	School Safety  ( )	Teachers and Staff  ( )	Adult Literacy  ( )	Parental, Family, and Community Involvement  ( )
<b>Miami-Dade County Public Schools Strategic Planning Goals</b>							
<b>Goal I</b>		<b>Goal II</b>			<b>Goal III</b>		
School to Career  (X)		Effective Learning Environment  (X)			Efficient Management Practices  ( )		
<b>Principles of School Performance Excellence Categories</b>							
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	
School Leadership  ( )	Strategic Planning for School Improvement  (X)	Student and Stakeholder Relationships  (X)	Data-Driven Decision-Making  (X)	Human Resource Focus  (X)	Educational Design, Services, and Support  ( )	Performance Results  (X)	
<p><b>MEASURABLE IMPROVEMENT OBJECTIVE</b></p> <p>Given instruction in the Competency-Based Curriculum, students in grade eight will improve their mathematics application skills as evidenced by an increase of students scoring above 75 percent on a site-authored pre-test given in September 2001 and a post-test given in May 2002 as documented on score reports.</p>							

## STRATEGIES

<b>STRATEGIES</b>	<b>List Persons Responsible (by position) for this Strategy. Place an asterisk in front of one contact person.</b>	<b>Timeline</b>	
		<b>Start Date</b>	<b>End Date</b>
1. Incorporate, on a regular basis, "real world" mathematics application problems as might be found in various identified careers. (Grades 6-8)	*Occupational Specialist, Mathematics Department Chairperson	Sep. '01	Jun. '02
2. Provide teachers with training designed to support increased use of problem solving and higher-order thinking skills, use of computer software, graphing exercises, and calculators in the classroom.	Assistant Principal supervising Mathematics	Sep. '01	Jun. '02
3. Utilize ASMuD activities on a regular basis in all sixth, seventh, and eighth grade math classes in order to reinforce computational skills which support student practice for the FCAT Mathematics Test.	Mathematics Department Chairperson	Sep. '01	Jun. '02
4. Provide students with practice math activities utilizing FCAT workbooks designed to address higher order thinking skills. (Grades 6-8)	Mathematics Department Chairperson	Sep. '01	Jun. '02
5. Utilize "Think, Solve, and Explain" math activities on a regular basis with this type of problem appearing regularly on tests and on all semester exams. (Grades 6, 7, 8)	Mathematics Department Chairperson	Sep. '01	Jun. '02
6. Regularly use class sets of calculators in math classes, which are similar to those used for FCAT testing.	Mathematics Department Chairperson	Sep. '01	Jun. '02
7. Acquire and utilize supplementary instructional materials and software, which support student practice for the FCAT Mathematics Test. (Grades 6-8)	Mathematics Department Chairperson	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. #:** 6861

**SCHOOL NAME:** Southwood 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.