

School Name and Number : 6421 - José Martí Middle School

School Performance Excellence Plan

Principal: Jose Bueno

Telephone #: (305) 557-5931

High School Feeder Pattern: 7751 - Barbara Goleman Senior

ACCESS Center One

Board District #: 4 - Ms. Perla Tabares Hantman

Title I Budget and Waivers

X

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2003 - 2004

SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 6421 - José Martí Middle School

School Performance Grades	2003	2002	2001	2000	1999
	<u>B</u>	<u>C</u>	<u>C</u>	<u>C</u>	<u>D</u>

Vision/Mission/Belief Statement(s):

VISION: José Martí Middle School is an educational institution that sets high standards for students, teachers, and staff in order to promote a positive and productive school culture.

MISSION: José Martí Middle School is committed to encouraging our entire student population to become productive citizens of the twenty-first century by empowering them with improved reading and writing skills, scientific inquiry expertise, mathematical analysis proficiency, and a broadened perspective on career clusters within a technology-rich environment.

Title I Schoolwide Program: Yes

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

José Martí Middle School

José Martí Middle School is located in Hialeah, Florida with a population of 1,644 students in grades six through eight. The student population is 95 percent Hispanic; two and a half percent White, Non-Hispanic; one and a half percent Black, Non-Hispanic; and one percent Asian/Indian Multiracial. Our student body includes 1,262 standard curriculum students, 190 ESE students, and 192 ESOL students. About 85 percent of the students are eligible to receive free or reduced breakfast and lunch. The EESAC, in conjunction with the faculty, staff, and stakeholders of the school has set the following objectives for the 2003-2004 school year.

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by 54 percent of the students meeting high standards on the 2004 administration of the FCAT, while 31 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 54 percent of the students meeting high standards on the 2004 administration of the FCAT, while 38 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 60 percent of the students scoring a four or above on the 2004 administration of the FCAT Writing Test, while the percent of each subgroup identified in the NCLB requirements scoring at state mastery level will increase by one percentage point.

Given instruction using the Sunshine State Standards, students will improve their science skills as evidenced by 51 percent of the students meeting or exceeding the district's mean scale score on the 2004 administration of the FCAT Science Test.

Given instruction using the Sunshine State Standards, students will increase their mastery of challenging academic content as evidenced by an increase of five points in the percentage of students enrolled in advanced academic classes when percentages from 2002-2003 are compared to 2003-2004 as documented by O.I.T. generated reports.

Our goal is to provide all students at José Martí Middle School with the opportunity to meet high standards on the reading, mathematics, writing, and science sections of the Florida Comprehensive Assessment Test. Our aim is to prepare students for success and to become productive citizens by furnishing them with in-depth career information. We are also committed to infusing technology into all aspects of the curriculum.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

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

Major Programs:

- Sunshine State Standards
- Competency-Based Curriculum
- Comprehensive Reading Plan
- Comprehensive Mathematics and Science Plan

Additional Delivery Models:

José Martí Middle School provides services to standard curriculum students in grades six through eight. Additionally, the school offers services to a large bilingual population and to several exceptional education units, including emotionally handicapped and autistic students. Our implementation of the Comprehensive Reading Plan, practice of CRISS strategies, incorporation of Alliance+ technology models, and implementation of the Math and Science Literacy—Bridges to Careers Initiative enhances the instructional program, which is anchored by the Sunshine State Standards and the Competency Based Curriculum.

Student Services:

The comprehensive student services plan implemented by the Student Services department at Jose Marti Middle School provides personal, academic, social, career and family counseling to students. By addressing student needs through a comprehensive plan, the counselors positively impact student achievement at the school.

1.2 Culture

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

Vision:

José Martí Middle School is an educational institution that sets high standards for students, teachers, and staff in order to promote a positive and productive school culture.

Mission:

José Martí Middle School is committed to encouraging our entire student population to become productive citizens of the twenty-first century by empowering them with improved reading and writing skills, scientific inquiry expertise, mathematical analysis proficiency, and a broadened perspective on career clusters within a technology-rich environment.

Core Values:

Core Values: José Martí Middle School promotes itself as a full-service school that is committed to providing quality of service for students, teachers, and the community by striving to empower students with meaningful learning experiences.

1.3 Human Resources

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

José Martí Middle School employs a total of 108 full-time staff members and 33 part-time staff members. Of this group, four are administrators, 80 are classroom teachers, one is a media specialist, 13 are exceptional student teachers, four are guidance counselors, nine are classroom paraprofessionals, 11 are clerical/secretaries, and 10 are custodian/service workers. Of the teaching staff, 10.5 percent are teachers new to this school, with the average length of time teaching in Florida at 10 years. Forty-four members of our instructional staff have advanced degrees, including three doctoral degrees.

1.4 Building Resources

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

José Martí Middle School, 5701 W. 24 Avenue, is located on 14.34 acres in west Hialeah, a city in the northwestern corner of Miami-Dade County. The

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

assigned program capacity of our facility is 1,437 students. The three-story main campus building, which has 70 classrooms, is augmented with 23 relocatable classrooms and a relocatable full-service clinic which offers students and their families easy access to medical and/or social services and programs. The northeast boundary of the school is adjacent to Bucky Dent Park, allowing students access to the community swimming pool and tennis courts for class instruction. After regular school hours our facility is utilized as a satellite center for a nearby high school adult education program. Our students have access to approximately 700 computer stations, including four computer/business labs, three technology labs, a library mini-lab, and three classroom mini-labs. Additionally, this sixteen-year-old school building has been retro-wired to provide Internet and Intranet accesses to 95 percent of the classrooms. The school media center also houses a newly renovated broadcasting studio with state-of-the-art digital equipment.

1.5 Constraints

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

Please refer to Appendix A and B for legislative issues.

2. RELATIONSHIPS

2.1 Student

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

José Martí Middle School serves 1,644 students within our community, including 1,262 standard curriculum students, 190 ESE students, and 192 ESOL students. The ethnic/racial makeup of the student population is 95 percent Hispanic; 2.5 percent White, Non-Hispanic; 1.5 percent Black, Non-Hispanic; and 1 percent Asian/Indian Multiracial. Our school experiences a high rate of student mobility (mobility index of 31); in a typical school year, 450-500 students transfer in, and 350-450 students transfer out. The relatively low-income bracket of the area surrounding the school has entitled the school to supplementary federal funding which secures the necessary support and resources for students to achieve academically. These supplementary funds are utilized to hire additional teachers to reduce class size, to provide additional support personnel, to purchase supplementary classroom curriculum and supplies, and to operate after-school tutorial programs. As a full-service school, we are also instrumental in providing appropriate direct assistance and referrals to social service agencies through a parent coordinator and our full-service clinic.

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.

José Martí Middle School cultivates parent communication and community partnerships in several ways. At the beginning of the school year, José Martí Middle School's PTSA sponsors a faculty-parent breakfast to foster parental involvement and to establish an open-door policy for parent-teacher-student communication. Throughout the year, community events such as the Curriculum Fair and Families-to-School Nights are hosted, in addition to Open House and the regularly scheduled PTSA meetings. Numerous parent workshops that address student needs, enhance student achievement, and showcase student talents are offered both during the day and after school hours. Our school fosters business alliances, which are coordinated through the career specialist.

2.3 Human Resources

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

Please refer to Staff Development (Appendix C).

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.

José Martí Middle School benefits greatly from the business alliances formed with numerous Dade Partners. The school also enjoys the volunteer efforts of parents who consistently support the school's academic goals in areas such as the Media Center, the attendance office, classrooms, and student activities.

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.

José Martí Middle School remains competitive with similar district schools in the areas of school growth, professional honors, grant funding, and faculty

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

achievements. To begin, our school was honored as a Merit School, was nominated as a County School of Excellence, and was recognized as a Red Carpet School. In 1999-2000 our faculty was recognized as having one of the highest faculty attendance rates in the District. Currently, we are designated as a "B" school by the Florida Department of Education. Next, José Martí Middle School has received numerous educational grants (Technology Incentive Grant, USI Mini Grant, QZAB Grant, etc.) for the purpose of technology integration and curriculum enhancement. Individual teachers have also been awarded mini grants for classroom projects and supplemental materials.

Lastly, numerous teachers have been recognized as regional and district finalists for the District Teacher of the Year award and as district educators of the year for their respective subject areas; and several teachers have attained National Board Certification.

3.2 Competitors

This item explores the alternate schools available to students.

Two charter schools are within the boundaries of José Martí Middle School. These two schools, The Mater Center (Main Campus) and Youth Co-Op Charter School, draw students from our school community. Additionally, some families in our school community provide home schooling for their children. Within our school feeder pattern, the three elementary schools are classified as "B" schools; Barbara Goleman Senior High, our feeder-pattern high school, is rated as a "C" school. José Martí Middle has met all the criteria mandated by the state for being designated as a "B" school.

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.

José Martí Middle School exercises a collaborative system of diverse leadership that includes representatives from all stakeholder groups on both its primary decision-making group, the Educational Excellence School Advisory Council, and its curriculum group, the Soaring High Committee. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovative practices are encouraged in order to promote success in our vision. This approach has led to a strong connection between the school leadership team and the stakeholders and reflects a considerate, diverse educational program that benefits all students.

3.4 Dynamics

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

Enrollment at José Martí Middle School has declined during the past two years. Two charter schools, which are within our school boundaries, have recently opened and consequently caused the decrease in our enrollment. Occasionally, teachers have been surplus due to lower student enrollment at the close of a school year. Then, at the opening of the following school year, a shortage of teachers has sometimes resulted from subsequent increases in student enrollment. We have also received numerous grant awards. The Technology Incentive Grant, a USI Mini-Grant, and several individual mini-grants have made it possible for our school to purchase new technologies, to be retro-fitted for Internet and Intranet access, and to acquire curriculum enhancement materials. A recent grant, the QZAB Grant, will allow us to provide additional wiring to many of our portable classrooms, to purchase more computer equipment, and to train our staff in the new technologies.

4. CHALLENGES

4.1 Learning

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

José Martí Middle School has identified several issues concerning challenges in learning. First, José Martí students are highly mobile and frequently miss days of school. Secondly, many students seem reluctant to spend necessary time outside of the classroom to master new skills and to develop competence in skills already taught. Their reluctance is often due to their lack of basic mathematics skills, their limited language acquisition, their low reading levels, and/or their underdeveloped writing skills. Next, the technology literacy of our students' families varies. Many of our students in advanced level classes have access to e-communications at home, while many students in regular level classes have limited access to personal computers. Most significantly, a majority of our student families are in a relatively low-income bracket. Many of the families are dependent upon services of the government and faith-based organizations for assistance in providing basic needs for their children.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

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.

Our School Climate Survey indicates that the vast majority of our staff feels that students are getting a good education at José Martí Middle School and that the overall climate at the school is positive and helps students learn. Nevertheless, several factors have been identified as challenges the school faces in maintaining the quality of teachers and in providing for the satisfaction of the faculty. First, although our faculty has been recognized as having one of the highest attendance rates in the county, being able to secure temporary instructors for teachers' absences has often been a challenge, as it is in many schools. Another challenge in ensuring quality teachers during the past five years has been the necessity of filling several positions in various departments with out-of-field assignments. Lastly, even though many of our professional development activities have involved outside presenters, tapping the talents of our own faculty for presentations has been a very common practice in the past.

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.

José Martí Middle School has identified several issues concerning challenges in relationships with internal operations and external forces. Among these are: an increased influx of immigrant students; limited parental involvement; the high turnover rate of teachers in some academic critical shortage areas; and the high turnover rate of security monitors, who are often part-time employees.

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.

José Martí Middle School has identified several issues concerning challenges in process improvement. Among these are: the percentage of students meeting high standards on the FCAT Reading and in Mathematics; the length of time and amount of effort it takes to organize and plan mathematics, reading, science, and writing activities to be implemented during our Soaring High advisement period; and maintaining and upgrading our existing computer equipment and other technologies.

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.

José Martí Middle School has identified several issues for improvement in education design and support processes improvement. First, José Martí students are highly mobile and frequently miss days of school. In order to address this issue, José Martí Middle will offer attendance awards and incentives both to entire classes and to individual students. Guidance counselors and teachers, with assistance from data generated by the attendance office, will monitor and encourage good attendance for students. Secondly, many students seem reluctant to spend necessary time outside of the classroom that is needed to master new skills and to develop competence in skills already taught. Their reluctance is often preceded by their lack of basic mathematics skills, their limited language acquisition, their low reading levels, and their underdeveloped writing skills. In order to address this issue, José Martí Middle will offer numerous tutorial opportunities for students; and teachers will monitor student progress with methods such as the Student Performance Plan, benchmark assessment, and computer-assisted assessment. Next, the technology literacy of our students' families varies. While many of our students have access to e-communications at home, others have more limited access to personal computers. In order to address this issue, students will be offered technology opportunities in the classroom and in the after-school programs. Students will be paired in groups to practice their e-communication skills. Parent workshops on computer literacy and Internet literacy will also be offered. Most significantly, a majority of our student families are in a relatively low-income bracket. Many of the families are dependent upon services of the government and faith-based organizations for assistance in providing basic needs for their children. This issue is being addressed in several ways. Teachers will encourage all students to apply for the free/reduced breakfast and lunch program. Guidance counselors and teachers will work collaboratively to identify students with basic needs and to assist them in receiving appropriate resources.

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.

Although our School Climate Survey indicates that the vast majority of our staff feels that students are getting a good education at José Martí Middle School and that the overall climate at the school is positive and helps students learn, José Martí Middle School has identified several issues for improvement in the

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

education delivery process. First, although our faculty has been recognized as having one of the highest attendance rates in the county, being able to secure temporary instructors for teachers' absences has often been a challenge. Classes have frequently been covered internally when temporary instructors were not available. In order to address this issue, we are in the process of establishing a larger database of available temporary instructors. We also plan to forge an alliance with local universities in order to establish a resource of beginning teachers seeking intern positions at the middle school level. Another challenge in ensuring quality teachers during the past five years has been the necessity of filling several positions in various departments with out-of-field assignments. We have also experienced a repeated turnover in some of these interim teacher positions. In order to address this issue, we plan to maintain a résumé file of prospective teachers and to set up interviews as early as possible for open teaching positions. Lastly, even though many of our professional development activities have involved outside presenters, tapping the talents of our own faculty for presentations has been a very common practice in the past three years. In order to address this issue, we will solicit presenters from a variety of disciplines at our school; and we will invite regional and district personnel and community service agency representatives to assist with our professional development goals.

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.

José Martí Middle School has identified several issues concerning challenges in relationships with internal operations and external forces. Among these is an increased influx of immigrant students. In order to address this issue, we will continue to monitor class sizes and to offer additional classes or hire additional teachers and support personnel, as funds become available. Secondly, we experience limited parent involvement in the school program. In order to address that issue, our administration and leadership team, our Community Involvement Specialist, and our PTSA work collaboratively in providing a variety of opportunities for parental involvement. Another issue is the high turnover rate of teachers in some academic critical shortage areas. In order to address this issue, we plan to maintain a résumé file of prospective teachers and to set up interviews as early as possible for open teaching positions. We also plan to seek university partners whose job placement services could assist us in identifying newly eligible teacher candidates. Lastly, maintaining an adequate school security team is challenged by the high turnover rate of security monitors, who are often part-time employees. In order to address this issue, the EESAC has recommended funding for two additional part-time security monitors; and the principal plans to allocate funds for one more part-time security monitor.

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.

José Martí Middle School has identified several issues concerning challenges in process improvement. Among these are: the percentage of students meeting high standards on the FCAT Reading and the percentage of students meeting high standards on the FCAT Mathematics. In order to address these issues, we will offer numerous after-school-tutorial programs (LIFE, ESOL, Math Club, etc.), subject to funding. Additionally, we will offer tutorial classes that focus on FCAT preparation. We will also offer language arts elective classes, subject to funding. Another challenge in process improvement is the length of time and amount of effort it takes to coordinate and organize mathematics, reading, science, and writing activities to be implemented during our Soaring High advisement period. Books have been purchased to ease the burden of duplicating the materials utilized. Lastly, we are challenged by the lack of monies and manpower to maintain and upgrade computer equipment and other technologies. We plan to utilize the funds from the QZAB Grant to provide additional wiring to many of our portable classrooms, to purchase more computer equipment, and to train our staff in the new technologies. We will also encourage teachers and administrators to continue to apply for technology mini-grants. The principal will hire another technology resource person, an AV Technician, to monitor the use of the TV production studio and to assist with maintaining existing technologies.

School Profile/ Needs Assessment: (continued)

Advanced Academics

(Middle Schools)

Enrollment trends in advanced, gifted, and honors classes.

Enrollment in advanced, gifted, and honors classes has remained at approximately 42% of the student population. However, with a drop in total enrollment during the past few years, the percentage may decrease slightly.

Ethnic breakdown of advanced, gifted, and honors classes' enrollment as compared to the school's total population.

The ethnic breakdown of advanced, gifted, and honors classes is consistent with the composition of the total school population.

Student achievement in advanced, gifted, and honors classes as measured by teacher assigned grades.

The teacher assigned grades demonstrate a high level of student achievement in advanced academic classes.

Recruitment procedures in place to address underrepresented groups of students in advanced, gifted, and honors classes.

The school's annual Curriculum Fair highlights the school's offerings in traditional academic areas, as well as in advanced, gifted, and honors classes, for parents, students, and visitors. Further, teacher recommendation plays a large role in the recruitment of underrepresented groups of students. Also, the student services staff is essential in identifying underrepresented groups of students that should be enrolled in advanced, gifted, and honors classes.

Support mechanisms in place to assist, under-achieving students in advanced, gifted, and honors classes.

Through consistent communication with the teachers and academic counseling with the students of advanced, gifted, and honors classes, the Student Services department provides assistance to low performing students. Academic clubs and tutoring are available to under-achieving students in advanced, gifted, and honors classes.

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

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

Budget:

The EESAC recommended financial support in the areas of professional growth/training, school safety, and educational resources to enhance the academic achievement of the students at Jose Marti Middle School.

Training:

The EESAC recommended and actively supported ongoing professional development that addressed student needs and maximized student potential. In the past, CRISS training sessions have been funded by EESAC.

Instructional Materials:

The EESAC recommended enhancement of the instructional program by encouraging the acquisition of academic and technological resources to promote increased student achievement.

Technology:

The EESAC recommended the utilization of subject-specific software and teacher use of presentation software and technology. Software currently in use at Jose Marti Middle School includes Adobe PageMaker (journalism), Reader's Quest (reading remediation), READ 180 (reading skills), Accelerated Reader (reading skills), Writer's Trek (writing practice), and FCAT Simulation.

Staffing:

The EESAC recommended hiring additional security staff to insure a safe learning environment.

Student Support Services:

The EESAC recommended that the Student Services department continue to provide valuable academic, personal, social, and career counseling to the student population. The EESAC supported and encouraged the continuation of the peer mediation program and the Schools to Careers initiative.

School Safety and Discipline:

The EESAC recommended and provided funding for additional part-time security staff and has supported inservice training sessions regarding school safety. Additionally, in the past the EESAC has allocated funds for school security cameras.

Other Matters of Resource Allocation:

The EESAC recommended that funds be allocated to enhance the collection in the Media Center. Also, the physical condition of classrooms have been improved due to EESAC funding.

Benchmarking:

The EESAC recommended that the language arts, mathematics, and science departments continue sharing best practices. With a focus on benchmarks, collegial interaction, and professional improvement, increased student achievement will result from departmental activities of self-assessment. The EESAC supported all efforts in this area to improve the educational program at Jose Marti Middle School.

School Profile/ Needs Assessment: (continued)

TITLE I ASSESSMENT ISSUES

Parent Involvement

Jose Marti Middle School's administration, Parent Teacher Student Association (PTSA), and the Community Involvement Specialist collaborate in establishing support programs and activities to promote involvement at the school. PTSA sponsors breakfasts as well as literacy training. Ideally, the majority of parents at our school would attend a greater number of functions and become more involved in the school's program. In order to increase involvement, events such as Open House and Families-to-School Nights will be held. Additionally, the Community Involvement Specialist will organize numerous opportunities for parent training and workshops in addition to parent conferences.

Family Literacy

Jose Marti Middle School's faculty and staff encourage and cultivate family literacy. The ideal program would be to establish regular opportunities for parents to participate in enrichment activities that promote family literacy. Our school sponsors events such as Families-to-School Nights, the Curriculum Fair, Holiday Packets, and a variety of parent workshops.

School Climate

The School Climate Survey shows that a majority of students and parents agree that Jose Marti Middle School is a safe and secure environment, that students are getting a good education at this school, and that the overall climate at this school is positive. The School Climate Survey does indicate that there is a difference between parent and teacher perception regarding school safety. The safety concern has been addressed through the installation of security cameras and by hiring additional security staff. Also, a schoolwide uniform, tardy, and attendance policy has resulted in a more structured approach to these issues.

Health Services

A full-service clinic offers students and their families easy access to medical and/or social services. The clinic is staffed with a full-service coordinator, a registered nurse, a health support technician, and a social worker.

School Data Summary: (compare the last 5 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
B	C	C	C	D

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	44	43	89	176
% Making Learning Gains	66	67		133
Adequate Progress of Lowest 25% in the school?	72			72
Total School Grade Points	182	110	89	381

2001-2002	Reading	Math	Writing	Grade Points
% Meeting High Standards	38	38	91	167
% Making Learning Gains	66	68		134
Adequate Progress of Lowest 25% in the school?	76			76
Total School Grade Points	180	106	91	377

FCAT Sunshine State Standards (SSS) (all curriculum groups)

School Data Summary: (compare the last 5 years, if available)

Grade Level: 06

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	424	265	46	15	24	13	3	425	282	43	24	22	7	4
2001-2002	488	257	49	19	21	8	2	485	273	49	24	19	7	1
2000-2001	415	252						413	264					

Grade Level: 07

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	684	268	43	22	23	9	2	685	273	44	24	23	8	1
2001-2002	698	267	45	21	24	8	1	689	275	41	28	22	7	2
2000-2001	731	259						736	260					

School Data Summary: (compare the last 5 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 08

Year	Reading						Mathematics							
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	663	276	39	28	24	8	1	667	289	34	28	26	9	3
2001-2002	734	264	47	23	23	6	0	740	283	39	27	26	5	2
2000-2001	704	259	51	24	19	6	1	700	283	41	24	25	7	3
1999-2000	876	267	45	29	21	4	0	865	281	44	21	25	8	3
1998-1999	781	277	38	35	23	4	0	778	282	44	29	21	6	0

School Data Summary: (compare the last 5 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 08

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	652	3.7	3	2	5	4	14	17	27	17	8	2	1
2001-2002	738	3.7	4	2	6	3	13	7	32	13	12	4	2
2000-2001	702	3.6	5	1	7	3	21	7	29	8	15	1	2
1999-2000	876	3.6	2	1	3	2	18	15	39	9	6	1	0
1998-1999	798	3.4	1	2	3	5	28	27	28	5	1	0	0

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	327	3.7	3	1	5	3	13	16	30	18	7	3	1
2001-2002	369	3.8	4	2	5	3	11	8	37	12	9	6	4
2000-2001	354	3.8	6	2	4	2	19	8	28	8	19	2	3
1999-2000	440	3.7	3	1	3	2	12	16	42	10	8	2	1
1998-1999	399	3.5	0	1	3	3	32	27	29	6	0	0	0

School Data Summary: (compare the last 5 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 08

Test Prompt: Persuasive

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	325	3.6	2	2	5	5	15	18	24	16	8	1	1
2001-2002	369	3.6	4	2	8	3	15	7	28	13	16	2	0
2000-2001	348	3.5	3	1	9	3	23	7	30	8	11	1	0
1999-2000	436	3.5	2	2	3	3	25	13	36	9	5	1	0
1998-1999	399	3.4	1	3	4	8	25	28	26	5	1	0	0

School Name: José Martí Middle School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal # 1 2

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Results of the 2003 FCAT Reading Test indicate that 44 percent of students have met the state required mastery level, 66 percent have made annual learning gains and 72 percent, 12 percent more than the required 50 percent, of students scoring in the lowest 25 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by 54 percent of the students meeting high standards on the 2004 administration of the FCAT, while 31 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of students reach the state required mastery level and if 31 percent of each subgroup identified in the NCLB requirements score at state mastery level.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT Reading Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Belkin, Linda		Ladaga, Lorenzo			
Conroy, Denise					
Delgado, Melissa					
Luis, Gladys					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Incorporate reading selections with a focus on a variety of career topics into the Soaring High curriculum.	*Career Specialist, Soaring High Committee Members	Career-based reading materials	Mar. '04	Jun. '04
2. Identify the students in all subgroups scoring at Level 1 and 2 of the FCAT Reading Test, as delineated in AYP disaggregated data and schedule students into a language arts elective class to provide additional assistance.	*Assistant Principal, Student Services Department Chairperson, Reading Specialist	Elective course offering entitled, "Intensive Reading"	Aug. '03	Jun. '04
3. Implement an after school tutoring program, as funding is secured, for all Limited English Proficient students that will emphasize remediation in the Sunshine State Standards.	*Principal, ESOL Chairperson	Funding for after-school program	Oct. '03	Jun. '04
4. Provide remedial assistance to students in Exceptional Student Education programs that will address remediation in the Sunshine State Standards.	*ESE Chairperson, ESE teachers	Various instructional materials	Sep. '03	Jun. '04
5. Implement the district-wide Comprehensive Reading Plan.	*Reading Specialist, Teachers	Media Center collection, Classroom paperback libraries	Sep. '03	Jun. '04
6. Monitor student reading proficiency through benchmark assessment.	*Language Arts Department Chairperson, Reading Specialist, Language Arts Teachers	Various instructional materials	Sep. '03	May '04
7. Offer CRISS (Creating Independence Through Student Owned Strategies) training and support across the curriculum.	*Assistant Principal, Language Arts Department Chairperson	Funding for CRISS training	Nov. '03	Feb. '04
8. Incorporate intensive grade level reading lessons during the Soaring High period.	*Assistant Principal, Language Arts Teachers, All Teachers	Grade level reading workbooks	Sep. '03	Mar. '04
9. Utilize software, including READ 180 and Accelerated Reader, to diagnose, remediate, and enhance reading instruction.	*Language Arts Department Chairperson, Reading Specialist, Media Specialist	Reading software, computer labs, media center	Sep. '03	Jun. '04

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.

School Name: José Martí Middle School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 2 : Mathematics

Aligns with District Goal # 1 2

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	()	()	(x)

Needs Assessment

Results of the 2003 FCAT Mathematics Test indicate that 43 percent of students have met the state required mastery level and that 67 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students will improve their mathematics skills as evidenced by 54 percent of the students meeting high standards on the 2004 administration of the FCAT, while 38 percent of each subgroup identified in the NCLB requirements will score at state mastery level.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of students reach the state required mastery level and if 38 percent of each subgroup identified in the NCLB requirements scores at state mastery level.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT Mathematics Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Aquino, Jacqueline L		
Delgado, Melissa		
Ladaga, Lorenzo		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Develop lessons for utilization at all grade levels to guide student exploration of the importance of mathematics in a wide variety of career and employment situations.	*Mathematics Department Chairperson, Mathematics Teachers, Career Specialist	School and web- based mathematics resources	Mar. '04	Jun. '04
2. Identify the students in all subgroups scoring at Level 1 and 2 of the FCAT Mathematics Test, as delineated in AYP disaggregated data and offer tutoring, subject to funding, through the LIFE Program, ESOL, and mathematics club.	*Student Services Chairperson, Mathematics Chairperson, Mathematics Teachers	Funding for tutoring, various instructional materials	Sep. '03	Jun. '04
3. Implement an after school program, as funding is secured, for all Limited English Proficient students that will address remediation in the Sunshine State Standards.	*ESOL Chairperson, Mathematics teachers	Funding for tutoring, Various instructional materials	Sep. '03	Jun. '04
4. Provide remedial assistance to students in Exceptional Student Education programs that will address student deficiencies in the Sunshine State Standards.	*ESE Chairperson, Mathematics teachers	Various instructional materials	Sep. '03	Jun. '04
5. Administer pre/post tests and practice tests to all grade levels.	*Mathematics Department Chairperson, Mathematics Teachers	Pre, post and practice mathematics tests	Sep. '03	Apr. '04
6. Heighten parent awareness and involvement in mathematics instruction during Families-to-School Night (SSS mathematics strand activities) and during the Curriculum Fair (mathematics games and activities).	*Mathematics Department Chairperson, Mathematics Teachers, Community Involvement Specialist	Families-to-Schools Night, Curriculum Fair	Nov. '03	Feb. '04
7. Facilitate teacher collaboration on integration of mathematics and science content, effective pedagogy, and appropriate assessment practices.	*Assistant Principal, Mathematics and Science Instructional Improvement Team, Mathematics Department Chairperson, Mathematics Teachers	Departmental and Mathematics and Science Instructional Improvement Team Meetings	Sep. '03	May '04
8. Incorporate effective teaching strategies for mathematics, such as Best Practices in Mathematics, Alliance+ technology modules for mathematics and CRISS strategies for mathematics.	*Mathematics Department Chairperson, Mathematics Teachers	CRISS Training Sessions, Computer Labs	Sep. '03	Jun. '04
9. Incorporate intensive and/grade level math lessons during the Soaring High period.	*Mathematics Department Chairperson, Mathematics Teachers, All Teachers	Grade level mathematics workbooks/materials	Sep. '03	Mar. '04

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
10 . Utilize computers and appropriate software in classrooms and in the media center to enhance mathematics instruction.	*Mathematics Department Chairperson, Mathematics Teachers	Computer labs, software	Sep. '03	Jun. '04
11 . Cooperatively design the individual professional development plans to include strategies to address the school's mathematics objective, the Instructional Improvement Team goals, and the professional growth of the mathematics team.	*Mathematics Department Chairperson, Mathematics teachers	School-based professional growth activities	Sep. '03	Jun. '04

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.

School Name: José Martí Middle School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 3 : Writing

Aligns with District Goal # 1 2

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	()	()	(x)

Needs Assessment

Results of the 2003 FCAT Writing Test indicate that 89 percent of students have met the state required mastery level and 55 percent of students have scored a four or above.

Objective

Given instruction using the Sunshine State Standards, students will improve their writing skills as evidenced by 60 percent of the students scoring a four or above on the 2004 administration of the FCAT Writing Test, while the percent of each subgroup identified in the NCLB requirements scoring at state mastery level will increase by one percentage point.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 60 percent of students score a four or above on the 2004 administration of the FCAT Writing Test and the percent of each subgroup identified in the NCLB requirements scoring at the state mastery level will increase by one percentage point.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT Writing Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Aquino, Jacqueline L	Luis, Gladys	
Belkin, Linda		
Conroy, Denise		
Ladaga, Lorenzo		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Incorporate the compilation of an employment packet, as part of the student's career portfolio, into the Soaring High curriculum.	*Career Specialist, Soaring High Committee Members	School-based Soaring High curriculum	Mar. '04	May '04
2 . Implement an after school program, as funding is secured, for all Limited English Proficient students that will emphasize remediation in the Sunshine State Standards.	*Principal, ESOL Chairperson	Various instructional materials focusing on writing skills	Sep. '03	Jun. '04
3 . Encourage school-wide participation in school, district, state and national writing contests.	*Language Arts Department Chairperson, Language Arts Teachers	Publicity of writing contests on daily televised announcements	Sep. '03	Jun. '04
4 . Administer writing pre/post tests to all students.	*Language Arts Department Chairperson, Language Arts Teachers	Pre/post tests	Sep. '03	May '04
5 . Continue flexible scheduling to provide longer blocks of learning time to improve student writing.	*Principal, Faculty Members	Flexible scheduling	Aug. '03	Jun. '04
6 . Continue the utilization of technology (desktop publishing, word processing programs) in the writing process.	*Language Arts Department Chairperson, Language Arts Teachers, Technology Coordinator	Computer labs, software	Sep. '03	Jun. '04

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.

School Name: José Martí Middle School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal # 1 2

State Goal #: 3 4 6 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	()	(x)

Needs Assessment

Results of the 2003 FCAT Science Test indicate that the mean scale score of students was 261 as compared to the district's mean scale score of 269.

Objective

Given instruction using the Sunshine State Standards, students will improve their science skills as evidenced by 51 percent of the students meeting or exceeding the district's mean scale score on the 2004 administration of the FCAT Science Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 51 percent of students meet or exceed the district's mean scale score on the 2004 administration of the FCAT Science Test.

Evaluation:

This objective will be evaluated by scores of the 2004 FCAT Science Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:	Names:	Names:
Aquino, Jacqueline L		
Delgado, Melissa		
Ladaga, Lorenzo		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1. Highlight careers in science as part of the Soaring High career unit.	*Career Specialist, Science Department Chairperson, Soaring High Committee Members	School-based career material	Mar. '04	May '04
2. Administer pre/posttests to eighth grade students.	*Science Department Chairperson, Science Department Members	Pre/posttests	Sep. '03	Jun. '04
3. Encourage teacher participation in professional development opportunities sponsored by the district and state.	*Assistant Principal, Science Department Chairperson	District and state professional organization announcements and brochures	Sep. '03	Jun. '04
4. Implement the action plan of the school's Mathematics and Science Instructional Improvement Team.	*Assistant Principal, Mathematics and Science Department Chairpersons	Quarterly IIT meetings	Sep. '03	Jun. '04
5. Increase the use of technology in science instruction.	*Science Department Chairperson, Science Teachers	Science lab, computers	Sep. '03	Jun. '04
6. Increase student participation in SECME.	*SECME Sponsor, Science Teachers	TV announcements	Sep. '03	Jun. '04
7. Continue to incorporate science lessons during the Soaring High period.	*Assistant Principal, Science Department Chairperson Soaring High Committee Members	Various science instructional materials	Sep. '03	Apr. '04
8. Heighten parent awareness and involvement in science instruction during the Families-to-School Night and the Curriculum Fair.	*Assistant Principal, Science Department Chairperson	Interactive parental science activities	Nov. '03	Jan. '04

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.

School Name: José Martí Middle School

District Name: Miami-Dade County Public Schools

Performance Grade: B

School Performance Excellence Goal: # 5 : Advanced Academics

Aligns with District Goal # 2

State Goal #: 3 4

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	()	()	(x)

Needs Assessment

Enrollment figures from 2002-2003 indicate that approximately 821 students out of 1810 were enrolled in advanced academic classes, or 45 percent of the total school population.

Objective

Given instruction using the Sunshine State Standards, students will increase their mastery of challenging academic content as evidenced by an increase of five points in the percentage of students enrolled in advanced academic classes when percentages from 2002-2003 are compared to 2003-2004 as documented by O.I.T. generated reports.

Definition of Adequate Progress:

Adequate progress will be achieved if 50 percent of the total school population is enrolled in advanced academic classes.

Evaluation:

This objective will be evaluated by comparing enrollment figures from 2002-2003 and 2003-2004 as computed by O.I.T.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Aquino, Jacqueline L		Ladaga, Lorenzo			
Belkin, Linda					
Conroy, Denise					
Delgado, Melissa					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Host a Curriculum Fair to showcase course offerings.	*Assistant Principal, Department Chairpersons	Course information, Promotional materials	Jan. '04	Jun. '04
2 . Provide academic counseling to students enrolled in advanced, honors, and gifted classes.	*Student Services Department Chairperson, Counselors	Student records	Sep. '03	Jun. '04
3 . Encourage participation in academic/honor clubs through publicity on televised morning announcement programs.	*Assistant Principal, Academic Club Sponsors	Televised announcements	Oct. '03	Mar. '04
4 . Recruit students for advanced, honors, and gifted courses through teacher advisement/recommendation during the subject selection process.	*Student Services Department Chairperson, Teachers	Teacher assigned grades	Feb. '04	Mar. '04
5 . Distribute the Curriculum Bulletin to inform students and parents of the advanced, honors, and gifted courses offered at the school.	*Student Services Department Chairperson, Counselors	Curriculum bulletin	Feb. '04	Mar. '04

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.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

APPENDIX A

The School Advisory Council has reviewed and addressed *all* of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals:

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

School District Goals:

APPENDIX B

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Reading Standards FCAT Staff Development for Teachers New to Grade Eight</i>	Teachers: 1 Administrators: 0 Others: 0	None requested
<i>READ 180 Training</i>	Teachers: 1 Administrators: 0 Others: 0	Two additional teachers will receive training this year.
<i>Accelerated Reader Training</i>	Teachers: 85 Administrators: 0 Others: 0	School-based training is ongoing.
<i>Reciprocal Teaching</i>	Teachers: 65 Administrators: 0 Others: 0	None requested

Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Write Traits Training</i>	Teachers: 20 Administrators: 0 Others: 0	Departmental training is scheduled for the 2003-2004 school year.
<i>Scoring FCAT Writing Tests</i>	Teachers: 90 Administrators: 0 Others: 0	None requested

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Region Instructional Improvement Team Updates</i>	Teachers: 20 Administrators: 0 Others: 0	District Instructional Improvement Team Meetings will be attended.

APPENDIX C

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>FOSS Training-Middle School Science Kits</i>	Teachers: 10 Administrators: 0 Others: 0	None requested
<i>District Instructional Improvement Team Meeting</i>	Teachers: 10 Administrators: 0 Others: 0	District Instructional Improvement Team Meetings will be attended.
<i>Science, Technology, and Children in Middle School</i>	Teachers: 20 Administrators: 0 Others: 0	None requested
<i>Science Fair Workshop</i>	Teachers: 10 Administrators: 0 Others: 0	Annual workshop will be attended.
<i>Departmental FCAT Science Test Preparation</i>	Teachers: 100 Administrators: 0 Others: 0	None requested

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Office of Civil Rights and Diversity Harrassment Presentation</i>	Teachers: 98 Administrators: 100 Others: 75	None requested
<i>Kauffman Entrepreneurial Program Training</i>	Teachers: 40 Administrators: 50 Others: 0	None requested
<i>Safe Crisis Management</i>	Teachers: 60 Administrators: 0 Others: 20	None requested
<i>Gifted Program Staff Development and Education Plan Workshop</i>	Teachers: 20 Administrators: 0 Others: 0	None requested

APPENDIX C

PROFESSIONAL DEVELOPMENT

Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>Project New Beginnings Workshop</i>	Teachers: 75 Administrators: 0 Others: 0	District New Beginnings Workshop will be attended.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

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 EESAC members is on file at the Region/District Supervisor's Office.

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

DATE 07/14/2003
TIME 18:32:12

MIAMI - D A D E C O U N T Y P U B L I C
TITLE I BUDGET SYSTEM

S C H O O L S

PAGE 50
PRODUCT T22808201

LOCATION 6421 - 19 JOSE MARTI MIDDLE SCHOOL

LINE	FUNC	PROG	OBJT	JOB CODE	DESCRIPTION	POS	-----SALARY-----		TOTAL
							DIRECT	FRINGE	
2	5100	4363	5144	0000	TEACHER	7	327,509	94,913	422,422
3	5100	4363	5144	9780	EXTRA PERIOD SUPPLEMT 1/8	4	23,392	4,172	27,564
4	5100	4363	5145	4252	COMPUTER LAB SPECIALIST		0	0	0
5	5100	4363	5145	4260	PARAPROFESSIONAL GENERAL	1	18,638	8,540	27,178
7	5100	4363	5145	4278	PARAPROFESSIONAL II PRE-K		0	0	0
13	5100	4363	5152	1397	SCHOOL SOCIAL WORKER 10M		0	0	0
20	5100	4363	5510		SUPPLIES		0	0	5,493
30	6100	4363	5116	1396	SECONDARY COUNSELOR (10MO	1	52,093	14,505	66,598
33	6150	4363	5145	4039	COMM INVOLVEMT SPECIALIST	1	18,638	8,540	27,178
35	6150	4363	5150	4039	HOURLY - CIS (1 HR)		0	0	0

TOTAL AVAILABLE REVENUE 576,433
LESS TOTAL SCHOOL BUDGET 576,433
EQUALS AMOUNT OVER/UNDER 0