

SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: *6021 - Arvida Middle School*

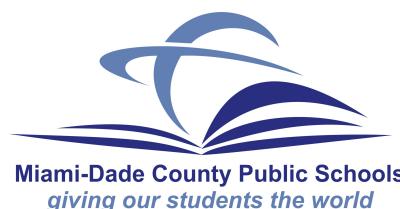
FeederPattern: *Miami Killian Senior*

Region: *Regional Center V*

District: *13 - Miami-Dade*

Principal: *Nancy Aragon*

Superintendent: *Rudolph F. Crew, Ed.D.*



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Arvida Middle School

Arvida Middle is on 9.193 acres in Southwest Miami Dade County at 10900 SW 127th Avenue. The ethnic/racial make-up of the student population is 59% Hispanic, 23% Anglo, 13% African American, and 5.0% Asian. Arvida Middle School provides an educational program for students in grades six, seventh, and eighth which utilizes the Sunshine State Standards and Competency-Based Curriculum as its main curriculum focus. Arvida Middle School also provides services to children with special needs, which include emotionally handicapped, educable mentally handicapped, learning disabled, and physically impaired. High achieving students are serviced via advanced, honors, and gifted classes in the core academic areas. Students in these classes are eligible for high school credit in seven academic areas such as, Algebra, Earth/Space Science, Honors Geometry, Biology, Spanish, French, and Japanese. Additionally, students in grades six and seven are eligible to participate in advanced academic programs that stress an Interdisciplinary approach to learning.

Given instruction using the Sunshine State Standards, students in grade 6-8 will increase their reading skills as evidenced by 68% of students scoring at or above FCAT achievement Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading skills as evidenced by 51% of the students scoring at or above Level 3 on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by 51% of the students scoring at or above Level 3 on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematics skills as evidenced by 68% of students scoring FCAT Achievement Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56% of students scoring FCAT Achievement Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their mathematics skills as evidenced by 56% of students scoring FCAT Achievement Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56% of students scoring FCAT Achievement Level 3 or higher on the

2007 FCAT Mathematics Test.

Given school wide instruction in Sunshine State Standards, students in grade 8 will increase their writing skills as evidenced by 90% of the students achieving a 3.5 or above on the 2007 FCAT Writing Plus Test.

Given instruction using the Competency Based Curriculum correlated to the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 35% of the students scoring Level 3 or higher on 2007 FCAT Science Test.

Given school wide emphasis on parental and community involvement, Arvida Middle School will demonstrate a 2% increase in parental and community volunteer hours as evidenced by comparing the volunteer log for the 2005-2006 (1250 hours) and 2006-2007 (1275 hours) volunteer log.

Given instruction on conflict resolution and anger management through counseling sessions, the Students with Disabilities will decrease their outdoor suspensions (49 students) by 2% when comparing the 2005-2006 and 2006-2007 District Outdoor Suspension report (COGNOS).

Given an emphasis on the use of technology in education, all students will augment their usage of computers as evidenced by a 2% increase of classes using the computer labs comparing the 2005-2006 and the 2006-2007 sign in log sheet.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students enrolled in physical education classes will improve their physical fitness testing as evidenced by 73% of the students meeting high standards on the 2006-2007 administration of the FITNESSGRAM Test.

Given the opportunity to participate in extra-curricular activities before and after school, students will demonstrate that they have mastered the competencies needed for physical and mental well being as evidenced by the Arvida Middle School pre test survey administered before the extra curricular activity begins and the Arvida Middle School post test survey administered after the extra-curricular activity ends.

Arvida Middle School will improve or maintain its ranking on the State of Florida ROI index publication from 94% in 2004-2005 to the next publication of the index.

Arvida Middle School holds student achievement in very high esteem. The strategies identified are designed to address the needs of all students. Through the school improvement initiative, and the collaboration of parents, staff and community, we will strive to prepare students to become responsible and productive citizens. Although an increase in favorable responses to the school, based on the information gathered from the Organizational Performance

Improvement Snapshot Survey and its results, the following areas need to be addressed: information regarding the financial status of the organization and removing obstacles. Arvida's staff rated a 3.7 average score to "I know how well my organization is doing financially". It will be Arvida's goal to make its staff aware of the 2006-2007 school budget. Budgetary issues will become part of the faculty meeting agenda. At department head meetings, obstacles or concerns of the faculty will be addressed and analyzed so as to create a positive and productive staff and atmosphere.

Arvida was designated as a Blue Ribbon School of excellence for the 1997-98 school year and an A School by the Florida Department of Education in 1999, 2002, and 2003. In 2004, Arvida was designated a B school missing an A by one point. With the commitment of the Arvida staff and the support of the Arvida parents and community, Arvida Middle School became an A again in 2005 and 2006.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Arvida Middle School

VISION

Arvida Middle School exemplifies a progress commitment to recapturing traditional excellence and incorporating innovative approaches into the educational process. The staff believes in meeting the students where they are and assisting them in reaching their potential, while encouraging them to reach for high goals. Arvida Middle School is a school of excellence. There is a clear vision for the school and its students that is reflected in the mission statement. This vision is being implemented through specific objectives and policies and creative programs. School leadership has created a sense of shared purpose among faculty, students, parents, and the community, uniting all in a true quest for excellence. Although we view various instructional components of our school as interlocking pieces of a puzzle, we see our students as the whole picture. We strive to engage our students in an active quest for excellence. The school prepares students for lifelong learning and leadership roles in high school and post secondary education. It fosters creative and scientific inquiry through an innovative curriculum.

MISSION

Arvida Middle School seeks to produce learners who achieve at their maximum potential. We envision our students as future adults who are technologically advanced, academically well-rounded, and always mindful of their responsibility to set positive examples for others and help their fellow citizens. In order to realize the objectives for improving student achievement, strengthening social, technological skills, and contributing to the global economy of the future, Arvida will form partnerships of many kinds with local businesses, with postsecondary academic institutions, and with the community. These are the building blocks of Arvida Middle School.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Arvida Middle School provides an educational program for students in grades six, seventh, and eighth which utilizes the Sunshine State Standards and Competency-Based Curriculum as its main curriculum focus. Arvida Middle School also provides services to children with special needs, which include emotionally handicapped, educable mentally handicapped, learning disabled, and physically impaired. High achieving students are serviced via advanced, honors, and gifted classes in the core academic areas. Students in these classes are eligible for high school credit in seven academic areas including Algebra, Earth/Space Science, Honors Geometry, Biology, Spanish, French, and Japanese. Additionally, students in grades six and seven are eligible to participate in advanced academic programs that stress an interdisciplinary approach to learning. FCAT Level 1 and Level 2 students are placed in reading. In addition, students with poor decoding skills are enrolled in a reading plus class. Identified FCAT Level 1 students are placed in an intensive math class. Two computer labs, supervised by a technology coordinator, allows for classroom teachers to sign up for computer application activities. Finally, the school's technology initiatives have expanded to include at least one computer in each classroom, three labs available for teachers, and one portable lap-top lab for classroom teachers. Student services are provided to address student needs, such as academic, individual and group counseling. These services have a strong impact on achievement. This school employs a total of 126 full-time staff members and 16 part-time staff members. Of the full-time staff group, five are administrators, 67 are classroom teachers, eight are exceptional student teachers, three are ESOL teachers, four are guidance counselors, one is a career specialist, four are classroom paraprofessionals, one is a computer specialist, one is a media specialist, nine are clerical employees, seven are security monitors, and ten are custodial workers. Of the teaching staff, 35% have a master's degree, 7% have a specialist degree and 4% have their PHD. 41% of the staff is White, , 25% are Black, 31% are Hispanic and 3% are Asian/American Indian. Arvida Middle is on 9.193 acres in Southwest Miami Dade County at 10900 SW 127th Avenue. A two-story 72 classroom building encompasses an auditorium on the first floor and a media center on the second floor. Administrative offices, three vocational classrooms, and two computer labs occupy the first floor and the media center is located on the second floor. This 31-year old building received a six classroom addition in 2003 and a new permanent structure of eleven classrooms for the 2004-2005 school year. The rooms have been retro-wired to provide Internet access to all classrooms. The media center encompasses fifteen computers and ten computers on wheels available for teachers to check out. In addition, a television production room is housed in the media center, which allows students to create and televise morning announcements via closed circuit television on a daily basis. The fine arts program includes drama, band, orchestra, art, chorus, keyboard, and dance . Arvida Middle School serves 1582 students from the surrounding neighborhood, including 66% Standard Curriculum students, 12.0% Exceptional Student Education students, 17.9% Gifted students, and 7.5% English for Speakers of Other Languages. The ethnic/racial makeup of the student population is 58% Hispanic, 24% Anglo, 13% African American, and 5% Asian. The school is composed of students from relatively middle to high income bracket families, while a smaller percentage of the student body represents a low-middle income bracket. These students require support to secure their basic needs. These needs are addressed via the free breakfast and free/reduced meal program of the school. Families identified in need of counseling support are referred to a variety of agencies for assistance. Additionally, students performing below district and state guidelines are provided with remedial and tutorial services.

School Foundation

Leadership:

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.5. Based on these results, it is evident that our staff is knowledgeable of the school's mission and is satisfied with the leadership of our school.

District Strategic Planning Alignment:

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.3. Based on these results, Arvida increased its scores from last year. Arvida will continue to have learning communities comprised of all stakeholders so they may share their ideas for the future growth of the school.

Stakeholder Engagement:

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.4. Based on these results, it is evident that our staff is aware of their student needs and communicates with them as such. The data from the school climate survey will be analyzed to determine what the community perceives to be the strengths and weaknesses of Arvida.

Faculty & Staff:

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.5. Based on these results, Arvida has cooperative learning communities where best practices are shared with the administration. All new teachers have a mentor and a professional growth team assigned.

Data/Information/Knowledge Management:

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.4. Based on these results, it is evident that our staff is knowledgeable on data collection and analysis procedures.

Education Design:

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.3. Based on these results, it is evident that our staff participates in inservices to provide them professional growth. This is done through Departmental Level meetings, Community of Learners meetings and inservices provided by region and district.

At the Departmental Level meetings, teachers analyze their curriculum maps and determine which benchmark(s) needs to be readdressed.

At the Community of Learners meetings, teachers share best practices as well as the infusion of reading across the curriculum.

At Region and District meetings, teachers and staff participate in advanced courses and district initiatives.

Performance Results:

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.3. In this section, Arvida's staff rated a 3.7 average score to "I know how well my organization is doing financially". It will be Arvida's goal to continue to make its staff aware of the 2006-2007 school budget. Budgetary issues will become part of the faculty meeting agenda.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

All students will increase their reading skills.

Needs Assessment

Scores on the 2005-2006 FCAT Reading Test, as stated in the AYP report, indicate that 67% of the students in grades six through eight have scored at or above FCAT Level 3. The SWD and LEP did not meet AYP. Additional support will be given to these subgroups. Across all grade levels, our weakest performance was in Reference/Research. More emphasis and support is needed in Reference/Research.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 6-8 will increase their reading skills as evidenced by 68% of students scoring at or above FCAT achievement Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading skills as evidenced by 51% of the students scoring at or above Level 3 on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by 51% of the students scoring at or above Level 3 on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize CRISS strategies in all core classes as evidenced by teacher lesson plans.	Core Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Enroll, instruct and evaluate students reading below grade-level into an intensive reading class and enroll, instruct and evaluate students with poor phonemic awareness and decoding skills in a reading plus class as delineated in the Comprehensive Reading Research Plan.	Principal Reading Chairperson	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Use ConnectEd to inform parents on the reading tutorial services being offered.	Assistant Principal	09/27/06	05/10/07	District-wide literacy plan	\$0.00
Implement Inclusion reading classes for all grade levels.	Assistant Principal Selected Reading Teacher ESE Teacher	8/14/06	5/30/07	Inclusion	\$0.00
Use READ 180 daily in the intensive reading plus classes as evidenced by class reports.	Reading Teachers Reading Contact	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Create and Implement a "Self-Assessment Days" where students analyze all their reading data.	Teachers Assistant Principal	09/01/06	12/21/06	District-wide literacy plan	\$0.00
Promote reading reinforcement strategies/activities throughout the school for all students on a quarterly basis and infuse the reading benchmarks across the curriculum as evidenced by teacher lesson plans.	Assistant Principal Teachers Literacy Leadership Team	8/14/06	5/30/07	District-wide literacy plan	\$0.00

Identify students who are lowest 25% and provide them tutorial after school funded through the Middle School Enrichment Program, pull out sessions in January 2007 and individualized instruction throughout the day emphasizing Reference and Research.	Teachers Assistant Principal	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide after school and Saturday school tutorial sessions for all Level 1 and Level 2 students using programs such as FCAT Explorer, READ 180 and A+ funded through the Middle School Enrichment Program.	Tutorial Facilitator Assistant Principal	8/14/06	5/9/07	District-wide literacy plan	\$0.00
Continue the implementation of the Accelerated Reader Program in the Media Center on a weekly basis to increase students' reading comprehension skills .	Media Specialist Teachers Department Heads	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Use the Read for Real text, Scholastic XL and McDougal-Little to model, implement, practice and apply background knowledge in reading classes as evidenced by teacher lesson plans.	Teachers	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Continue the implementation of Community of Learners Meetings and Departmental Meetings to address the needs of all Level 3 and above reading students. .	Assistant Principal Teachers Leadership Team	08/10/06	5/25/07	District-wide literacy plan	\$0.00
Identify SWD and LEP students and provide them specialized tutorial after school funded through the Middle School Enrichment Program, pull out sessions and individualized instruction throughout the day emphasizing Reference and Research.	Assistant Principal Tutoring Facilitator Teachers	09/27/06	05/10/07	Continuous Improvement Model	\$0.00
Give teachers access to Snapshot so they can utilize the Data to individualize instruction to meet the needs of the lowest 25% and Levels one and two students adhering to the Continuous Improvement Model.	Reading Teachers	9/13/06	5/30/07	Continuous Improvement Model	\$4034.10

Research-Based Programs

Read 180
Scholastics XL
McDougal-Littell
Zaner Bloser text

Professional Development

Comprehensive Reading Research Plan Assessment/Planning Meetings
Community of Learners meetings
CRISS strategy implementation
Best Practices/Department Level meetings
Reading and Elective Teachers pursuing endorsements
Literacy Leadership Team meetings

Evaluation

The objectives will be evaluated by Gates MacGinitie, Lexile on the READ 180, MAZE, Diagnostic Assessments of Reading (DAR), Interim Assessments and the 2007 FCAT Reading Test.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Students in grades six through eight will improve their mathematics skills.

Needs Assessment

Scores indicate that 67% of the students in grades six through eight have scored 3 and above on the 2006 FCAT Mathematics Exam as stated in the AYP report. The African American students, Limited English Proficient students, and the Students with Disabilities did not make AYP. More emphasis and support needs to be given to these subgroups.

More emphasis and support needs to be given to algebraic thinking in grade six. In grade seven, more emphasis needs to be placed in measurement. In grade eight, our students need more emphasis and support on measurement and geometry.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematics skills as evidenced by 68% of students scoring FCAT Achievement Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56% of students scoring FCAT Achievement Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their mathematics skills as evidenced by 56% of students scoring FCAT Achievement Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56% of students scoring FCAT Achievement Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Inclusion mathematics classes for all grade levels.	Assistant Principal Selected Math Teachers ESE Teacher	8/14/06	05/30/07	Inclusion	\$0.00
Utilize CRISS strategies in all core classes as evidenced by teacher lesson plans.	Core Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase instructional use of various software (ie. Brainchild, A+, Riverdeep, FCAT Explorer) as evidenced by teacher lesson plans.	Math Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Use the District Pacing Guidelines and Scope and Sequence to facilitate instruction.	Assistant Principal Math Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Use Sharpen Up, FCAT Practice and Sample Test Workbook as supplemental material as evidenced by teacher lesson plans.	Selected Math Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide tutorial services for Level 3 and above students in Algebra and Geometry	Tutorial Facilitator Math Tutoring Teacher	09/27/06	05/10/07	Continuous Improvement Model	\$0.00

twice a week funded through the Middle School Enrichment Fund.					
Increase the participation of Level 1 and Level 2 students attending after school and Saturday tutorial sessions/ individual tutorials by using programs such as FCAT Explorer, A+ and River Deep funded through Middle School Enrichment.	Assistant Principal Tutorial Facilitator Individual Teachers	9/25/06	5/10/07	District Strategic Plan	\$0.00
Continue pull-out sessions with individual ESE students on a weekly basis emphasizing algebraic thinking, geometry and measurement.	Selected Teacher	8/16/06	5/30/07	Continuous Improvement Model	\$0.00
Identify students who are lowest 25% and provide them tutorial after school funded through the Middle School Enrichment Program, pull out sessions in January 2007 and individualized instruction throughout the day.	Teachers Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Identify African American Students, LEP and SWD and provide them tutorial after school funded through the Middle School Enrichment Program, pull out sessions in January 2007 and individualized instruction throughout the day with an emphasis	Assistant Principal Tutoring Facilitator Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Continue the implementation of Community of Learners Meetings and Departmental Meetings to address the needs of all Level 3 and above students.	Assistant Principal Teachers	08/10/06	05/24/07	Continuous Improvement Model	\$0.00
Enroll Level 1 students into an intensive mathematics class in lieu of an elective utilizing FCAT Buckle Down and Great Source, Afterschool Achievers: Math Club.	Principal Math Intensive Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Give teachers access to Snapshot so they can utilize data to individualize instruction to meet the needs of the Level 1 and Level 2 students adhering to the Continuous Improvement Model.	Math Teachers	9/13/06	5/30/07	Continuous Improvement Model	\$4034.10

Research-Based Programs

Glencoe Textbook
Brainchild
A+Program
River Deep
FCAT Explorer

Professional Development

A+ Program
River Deep Training
CRISS Training
Community of Learners meeting
Best Practices/Department Level meetings
Vertical Teaming

Evaluation

The objectives will be evaluated by Glencoe practice material, Interim Assessments, tests and quizzes, classwork, home learning teacher assessment and the 2007 FCAT Mathematics Test.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

All students will work towards the development of State Mastery Standards.

Needs Assessment

Based on the FCAT District Report of Schools, 89% of the 8th grade students met 3.5 or above in state standards in writing. The expository mean essay score was a 4.1. The Persuasive essay score was a 4.2. An increase from 3.5 to 4.5 is needed throughout the 8th grade.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given school wide instruction in Sunshine State Standards, students in grade 8 will increase their writing skills as evidenced by 90% of the students achieving a 3.5 or above on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE <i>(Identify by titles)</i>	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement writing across the curriculum as evidenced by teacher lesson plans.	Assistant Principal Language Arts Department Head All Teachers	9/21/06	5/30/07	Continuous Improvement Model	\$0.00
Incorporate writing skills as part of the remedial reading program through journal writing on a daily basis.	Language Arts Department Head Reading Chairperson	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide individual consultation to students before the administration of the 2007 FCAT Writing Plus Test.	Language Arts Teacher Assistant Principal	1/22/07	2/20/07	District Strategic Plan	\$0.00
Provide Professional Development in the Six+ Traits of Writing.	Assisstant Principal Teachers	10/04/06	5/30/07	District Strategic Plan	\$0.00
Use CRISS strategies on a weekly basis as evidenced by teacher lesson plans.	All Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement a "Writing Institute" after school, funded through the Middle School Enrichment Program, for students who scored a Level 4,5,or 6 on the Arvida Diagnostic Writing Pre-Test.	Principal Writing Tutoring Teacher	09/27/06	05/10/07	Continuous Improvement Model	\$0.00
Continue the implementation of the Community of Learners meetings and Departmental meetings addressing the needs of students writing skills and placing an emphasis on writing across all curriculum areas.	Assistant Principal Teachers	08/10/06	05/24/07	District Strategic Plan	\$0.00
Give teachers access to Snapshot so they can utilize Data to individualize instruction to meet the needs of the students adhering to the Continuous Improvement Model.	Language Arts Teachers	9/22/06	5/30/07	Continuous Improvement Model	\$4034.10

Research-Based Programs

Zaner Bloser

What Works - Enhancing the Process of Writing Through Technology: Integrating Research and Best Practice

Six+ Traits of Writing, NCREL

Professional Development

Conduct staff development

CRISS Training

Community of Learners meetings

Best Practices/Department Level meetings

Evaluation

The objectives will be evaluated by The Language of Literature, Writing and Grammar, Tests and Quizzes, Classwork, Home Learning, Teacher Assessment and 2007 FCAT Writing Plus Test.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

All students will work towards the development of Science State Mastery Standards.

Needs Assessment

Although Arvida Middle School students did better than the district and state in Scientific Thinking, scores indicate that students in grade eight need improvement in this content area. 50% of the eighth grade students answered correctly in Scientific Thinking.

Measurable Objective

Given instruction using the Competency Based Curriculum correlated to the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 35% of the students scoring Level 3 or higher on 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize CRISS strategies in all core classes.	All teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Incorporate labs/hand-on activities a minimum of once a week.	All Science teachers	8/14/2006	5/30/07	District-wide literacy plan	\$0.00
Analyze data and provide feedback to teachers and students from Snapshot, FCAT Science Sample Pre and Post Test adhering to the Continuous Improvement Model.	Science Teachers Assistant Principal	9/22/06	5/30/07	Continuous Improvement Model	\$0.00
Implement the use of technology programs provided by Glencoe and Prentice Hall both in the science classes and in the computer labs as evidenced by teacher lesson plans.	Science Teacher Technology Coordinator	9/1/06	5/30/07	District Strategic Plan	\$0.00
Implement the use of the District Pacing Guidelines to drive instruction.	Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement Inclusion science classes for all grade levels.	Selected Science Teachers ESE Teacher Assistant Principal	8/14/06	5/30/07	Inclusion	\$0.00
Continue pull-out sessions with individual ESE students on a weekly basis.	Selected Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide individual student after school tutorial on an as needed basis.	Selected Teachers	9/1/06	5/10/07	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe
Prentice Hall

Professional Development

Curriculum Mapping
CRISS Training
Best Practices
Community of Learners meetings
Inclusion Workshops

Evaluation

The objectives will be evaluated by Interim Assessments, Test and Quizes, Class Participation, Classwork, Home Learning, Teacher Assessment, Labs/Hands-on activities and the 2007 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Parents, community and school stakeholders will work together to provide for the successful education of each student.

Needs Assessment

Family involvement in the education of children is essential to academic achievement. Parents demonstrated an interest in volunteering at the school as demonstrated by 1250 hours in the volunteer log. Arvida still needs an increase in participation of volunteers based on school enrollment and school needs (ie. parent patrol, security desk, PTSA store, etc.). Informational workshops for parents are needed at Arvida as evidenced by the parent survey filled out at Open House on September 6, 2006. More emphasis will be placed on reaching parents through the Parent Academy.

Measurable Objective

Given school wide emphasis on parental and community involvement, Arvida Middle School will demonstrate a 2% increase in parental and community volunteer hours as evidenced by comparing the volunteer log for the 2005-2006 (1250 hours) and 2006-2007 (1275 hours) volunteer log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use ConnectED to inform parents of meetings, tutoring, and all other information in regards to the school and/or community (National PTSA Standard I).	Assistant Principal	08/14/06	05/30/07	Community Partnerships	\$0.00
Increase the number of parents using Parent Internet Viewer on a daily basis by providing workshops to parents (National PTSA Standard III)	Technology Coordinator	9/6/06	5/30/07	Community Partnerships	\$0.00
Ensure parents are at the welcome/security table during the school day (National PTSA Standard IV).	Assistant Principal	8/14/06	5/30/07	Community Partnerships	\$0.00
Increase parent participation in the Parent Patrol as evidenced by the Parent Patrol roster (National PTSA Standard IV).	Assistant Principal	08/14/06	05/30/07	Community Partnerships	\$0.00
Implement Parent Academy classes at Arvida with topics that are of interest to our community (National PTSA Standard VI).	Assistant Principal	10/01/06	05/30/07	Community Partnerships	\$0.00
Increase the number of parents using schoolnotes.com. on a daily basis by providing workshops to parents (National PTSA Standard I).	Technology Coordinator	9/06/06	5/30/07	Community Partnerships	\$0.00
Have available the Parent Resource Center as evidenced by a volunteer log (National PTSA Standard VI).	Assistant Principal	8/14/06	5/30/07	Community Partnerships	\$0.00
Use the Arvida Web Page to inform parents of meetings, tutoring, and all other information in regards to the school and/or community (National PTSA Standard I).	Assistant Principal Technology Teacher	09/1/06	05/30/07	Community Partnerships	\$0.00

Research-Based Programs

Rutgers Center for Family Involvement in Schools
The National PTA Standards for Parent and Family Involvement Programs

Professional Development

PTSA meetings/ workshops
Parent Academy

Evaluation

The objective will be evaluated as evidenced by the 2007 Volunteer Log sheet.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Instruction will be given on conflict resolution and anger management through counseling sessions, in order to decrease the Students with Disabilities outdoor suspensions.

Needs Assessment

Because of the educational challenges faced by students with disabilities, in 2005-2006, 49 students demonstrated their frustration by inappropriate behavior, thus creating discipline problems in the school as evidenced by the District's Outdoor Suspension Report from 2006 (COGNOS).

Measurable Objective

Given instruction on conflict resolution and anger management through counseling sessions, the Students with Disabilities will decrease their outdoor suspensions (49 students) by 2% when comparing the 2005-2006 and 2006-2007 District Outdoor Suspension report (COGNOS).

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Social Skills Training on a biweekly schedule to SWD.	Guidance Counselor Program Specialist Trust Counselor	9/14/06	5/30/07	District Strategic Plan	\$0.00
Provide Counseling Sessions on a weekly schedule to SWD.	Counselors Program Specialist	9/1/06	5/30/07	District Strategic Plan	\$0.00
Provide Peer Mediation and Trust Counseling Sessions on a biweekly schedule to SWD.	Trust Counselor	9/14/06	5/30/07	District Strategic Plan	\$0.00
Implement Character Education on a monthly basis through all curricular departments as evidenced by teacher lesson plans.	Assistant Principal Teachers Counselors	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the transition course in 6th and 8th grade through Social Studies classes as evidenced by teacher lesson plans.	Social Studies Teachers Counselors	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement a "Build Respect Stop Bullying" program. Train the teachers on early release days.	Counselors Teachers	10/01/06	05/30/07	District Strategic Plan	\$0.00
Provide positive incentives to SWD on a weekly basis to ensure that they reach their behavioral goal.	Teachers Principal Counselors Program Specialist	8/18/06	5/30/07	District Strategic Plan	\$0.00
Create a "re-entry" program for SWD children who are suspended from school when returning to school.	Counselors	9/15/06	5/30/07	Small Learning Communities	\$0.00

Research-Based Programs

Bullying Conference
Character Education
Conflict Resolution Curriculum
Anger management Curriculum
Social Skills Curriculum
SaferSanerSchools

Professional Development

Training for trust counselor
Training for guidance counselors
Conflict prevention and peer mediation seminar

Evaluation

The objective will be evaluated by comparing the 2005-2006 and 2006-2007 District Outdoor Suspension Report (COGNOS).

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

All students will augment their use of technology in the computer labs.

Needs Assessment

Math classes will use the computers in the computer lab to enhance their knowledge in algebraic thinking, measurement, and geometry through use of A+ and FCAT Explorer Software. All other classes will enhance their knowledge on Reference and Research through class assigned projects. These areas addressed are due to the low performing areas on the 2006 FCAT.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of computers as evidenced by a 2% increase of classes using the computer labs comparing the 2005-2006 and the 2006-2007 sign in log sheet.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse appropriate technology based tools in the Computer Lab.	Technology Coordinator Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase participation of the after school and Saturday school tutorial sessions for all Level 1 and Level 2 students using A+ and FCAT Explorer as evidenced by tutoring rosters.	Teachers Tutoring Facilitator	9/27/06	5/10/07	District Strategic Plan	\$0.00
Utilize fully-equipped Computer Labs for integration of algebraic thinking, geometry and measurement through A+ and FCAT Explorer into the math curriculum.	Technology Coordinator Math Teachers	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Utilize fully-equipped Computer Labs for integration of Reference and Research into all curriculum.	Technology Coordinator Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

A+ program
FCAT Explorer

Professional Development

In-house inservice training

Evaluation

The objective will be evaluated by comparing the 2005-2006 FCAT subcontent score and 2006-2007 FCAT subcontent score.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

The students currently enrolled in physical education classes will be physically fit and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

Needs Assessment

Based on the 2005-2006 FITNESSGRAM post test, 71% of the students enrolled in physical education classes received awards. The timed mile run was the most challenging test for students. More emphasis needs to be placed on this subtest.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students enrolled in physical education classes will improve their physical fitness testing as evidenced by 73% of the students meeting high standards on the 2006-2007 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Students in 6th grade will be enrolled in physical education classes.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Incorporate daily stretching exercises as evidenced by teacher lesson plans.	Physical Education Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Participate in daily cardiovascular exercises as evidenced by teacher lesson plans.	Physical Education Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Incorporate weekly increase of running distances to increase cardiovascular endurance as evidenced by teacher lesson plans.	Physical Education Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Incorporate weekly timed lap to increase aerobic endurance as evidenced by teacher lesson plans.	Physical Education Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Increase daily participation in sports activities in physical education classes as evidenced by teacher gradebook.	Physical Education Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Sunshine State Standards
 National Physical Education Standards
 Competency Based Curriculum
 FITNESSGRAM

Professional Development

Physical Education Teacher Workshops
Departmental/Best Practices Meetings
Community of Learners Meetings

Evaluation

Based on the 2006-2007 FITNESSGRAM post test, students enrolled in physical education classes will meet high standards.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Increase students participation in extra curricular activities (ie. fine arts, vocational, and athletic) before and after school.

Needs Assessment

Based on the 6th grade physical education mandate and the reading mandate, electives and special area classes have decreased student enrollment. Extra-curricular activities before and after school provide students other alternatives to participate in these areas.

Measurable Objective

Given the opportunity to participate in extra-curricular activities before and after school, students will demonstrate that they have mastered the competencies needed for physical and mental well being as evidenced by the Arvida Middle School pre test survey administered before the extra curricular activity begins and the Arvida Middle School post test survey administered after the extra-curricular activity ends.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with the opportunity to engage in a variety of after school athletics.	Assistant Principal Physical Education Department Head	08/30/06	05/30/07	District Strategic Plan	\$0.00
Provide students with the opportunity to participate in a school wide talent show.	Assistant Principal Black History Committee	01/07	03/07	Expanding arts opportunities	\$0.00
Provide extra-curricular activities to include academic and athletic events.	Assistant Principal Physical Education Department Head Club Sponsors	08/30/06	05/30/07	District Strategic Plan	\$0.00
Provide extra-curricular activities to include fine arts, vocational and foreign language clubs.	Assistant Principal Club Sponsors	08/30/06	05/30/07	Expanding arts opportunities	\$0.00
Provide students the opportunity to perform (ie. dance, poetry, drama, music, etc.) in the Hispanic Heritage Luncheon.	Hispanic Heritage Committee	10/03/06	10/31/06	Expanding arts opportunities	\$0.00

Research-Based Programs

not applicable

Professional Development

Department Level Meetings

Best Practices/Community of Learners Meetings

Evaluation

Students will demonstrate that they have mastered the competencies needed for physical and mental well being as evidenced by the Arvida Middle School pre and post test survey.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Arvida Middle will rank at or above the 94th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Arvida Middle School ranked in the 94th percentile on the State of Florida ROI index. Arvida will increase or maintain its percentile for the next publication of the ROI index.

Measurable Objective

Arvida Middle School will improve or maintain its ranking on the State of Florida ROI index publication from 94% in 2004-2005 to the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE <i>(Identify by titles)</i>	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/06	5/30/07	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	8/14/06	5/30/07	Community Partnerships	\$0.00
Seek federal, state and /or private grants.	Principal Assistant Principal Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

not applicable

Professional Development

Meetings for the Principal on the above mentioned programs.

Evaluation

On the next State of Florida ROI index publication, Arvida Middle School will show progress or maintain 94 percentile rank.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommends that at this time \$4034.10 be placed towards the purchase of Snapshot, a data software driven tool. The EESAC also recommends the purchase of "Build Respect Stop Bullying", a software program, in the amount of \$2500.

Training:

The EESAC recommends at this time that all teachers use the data from Snapshot to drive instruction and identify the students who are in the lowest 25% of reading and math.

Counselors attended training for "Build Respect Stop Bullying". Safe Schools Specialist will present for staff and parents.

Instructional Materials:

Department heads will gather teacher requests for instructional needs and present to EESAC in October 2006.

"Build Respect Stop Bullying" guides and software.

Technology:

None at this time.

Staffing:

None at this time.

Student Support Services:

The EESAC recommends that students continue to participate and provide feedback on their wants and needs at the EESAC meetings.

Other Matters of Resource Allocation:

None at this time.

Benchmarking:

The EESAC recommends that the Principal of Arvida offer feedback on the progress of the School Improvement Plan to the EESAC at each meeting held on the third Thursday of the month.

School Safety & Discipline:

The EESAC recommends that many of the Arvida parents should participate with our Parent Patrol. The EESAC also recommends the purchase of "Build Respect Stop Bullying", a software program.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$4,034.10
Goal 2: Mathematics	\$4,034.10
Goal 3: Writing	\$4,034.10
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$12,102.30

This School Improvement 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

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.

Region Superintendent