
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6061 - Campbell Drive Middle School

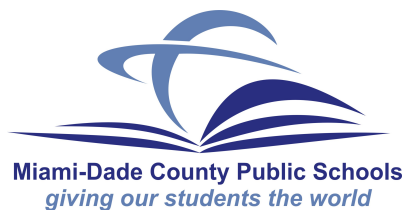
FeederPattern: Homestead Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Alicia Hidalgo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Campbell Drive Middle School

Campbell Drive Middle School, although located in a rural setting, has many inner-city school characteristics. Student enrollment during the 2006-2007 school year is 1085. Student demographics for 2006-2007 are as follows: approximately 52 percent Hispanic; 41 percent Black; five percent White; and two percent multiracial. Approximately 91 percent of students are on free or reduced lunch. After reviewing such data as the School Demographic and Academic Profile, the Florida Comprehensive Assessment Test, and the Florida School Report, the faculty, in conjunction with the site's Educational Excellence School Advisory Council (EESAC) has identified the main objectives of schoolwide priorities for the 2006-2007 school year. These objectives address student achievement in reading, writing, mathematics, science and advanced academics.

Given instruction using the Sunshine State Standards, Competency-Based Curriculum and a schoolwide emphasis on reading skills development, students in grades six through eight will improve their reading comprehension skills, as evidenced by a minimum of 51 percent of the students meeting high levels of performance (Level 3 or higher) as demonstrated on the 2007 FCAT.

Given instruction using the Sunshine State Standards, Competency-Based Curriculum and a schoolwide emphasis on writing skills development, students in grade eight will improve their writing skills, as evidenced by a minimum of 81 percent reaching the state required mastery level of 3.5 as demonstrated on the 2007 FCAT.

Given instruction using the Sunshine State Standards, Competency-Based Curriculum and a schoolwide emphasis on mathematics, students in grades six through eight will improve their mathematics skills, as evidenced by a minimum of 56 percent of the students meeting high levels of performance (Level 3 or higher) as demonstrated on the 2007 FCAT.

Given instruction using the Sunshine State Standards, Competency-Based Curriculum and a schoolwide emphasis on science skills development, students in grade eight will improve their science comprehension skills, as evidenced by a minimum of a 20 percent of students meeting high standards of performance as demonstrated on the 2007 FCAT.

Given instruction using the Sunshine State Standards and Competency-Based Curriculum, the number of students enrolled in advanced academics classes will increase by 10 percent, as evidenced by a comparison of enrollment data taken from the advanced academics program in the 2005-2006 and 2006-2007 school years.

Campbell Drive Middle School is committed to attaining these improvement objectives and will utilize all available resources to raise the level of student achievement and to increase enrollment in advanced academic classes.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, free and reduced lunch students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Free and Reduced lunch students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will

improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 81 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using Sunshine State Standards, students in grade six through eight will improve their science skills as evidenced by 32 percent reaching the state required mastery level as documented by scores on the 2007 FCAT Science Test.

Given a schoolwide focus on parental involvement, parental participation will increase five percent as evidenced by attendance logs obtained during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis in a safe and orderly environment, student behavior will improve at CDMS by at least 10 percent decrease on the number of overall suspensions as measured by COGNOS reports during the 2006-2007 school as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, all students will increase their understanding and usage of computer technology by a minimum of 30 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Given instruction using Sunshine State Standards, physical fitness students will increase their performance on the FITNESSGRAM assessment by demonstrating a three point increase in the number of students achieving the Silver or Gold category in 2007-2007 as compared to 2005-2006 school year.

The number of students enrolled in the arts and enrichment courses (to include music, dance, drama, journalism, visual art and law studies) will increase by five percent as evidenced by the number of students enrolled in elective classes during the 2006-2007 school year as compared to the 2005-2006 school year.

CDMS will improve its ranking on the State of Florida ROI Index publication from a percentile rank of 10 to 11 percentile in the 2006-2007 publication.

The school site demonstrates fairly high morale with all average responses being on the positive side of the scale for these two areas. However, there is need for improvement. In Business Results the responses to question 7c, "I know how well my work location is doing financially," indicate that staff need more information about the financial health of the school site. To address this concern, the site will increase information sharing about budgetary information via staff meetings and Department Chairs. This information will have the further benefit of helping all staff understand the rationale for key decisions on staffing and resources. This will help improve the responses to other OPIS questions pertaining to staff input and understanding.

The results of the Organization Survey indicates some challenges. Item 2a, "As it plans for the future, my work location asks for my ideas" received a 3.6 score on a scale of 1 to 5. The work location will endeavor to increase staff awareness of the importance of the EESAC and their rights as stakeholders. Staff will be encouraged to attend the EESAC meetings and to bring their ideas and issues before it.

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.

Campbell Drive Middle School

VISION

The faculty and staff at Campbell Drive Middle School are committed to developing each student's academic, social, physical, and emotional potential in a wholesome, supportive learning environment. Consequently, program initiatives have been carefully selected to address the needs of the diverse population. The ultimate goal is to create lifelong learners who can contribute to a multicultural and changing world. The objectives stated herein are designed for all students, including Limited English Proficiency and Students with Disabilities.

MISSION

Campbell Drive Middle School, in an effort to create lifelong learners and contributors to a multicultural and changing world, endeavors to equitably develop each student's academic, social and emotional potential in a wholesome, supportive and enriching learning environment.

CORE VALUES

Campbell Drive Middle School holds the following beliefs as the motivation for all endeavors undertaken by the school: The staff is dedicated to making a meaningful difference in the lives of students; consequently, the quality of learning experiences, the cultivation of peer relationships and communication with parents and the community are of paramount concern. The staff believes it has responsibility to the students, community and society to be an institution of learning that fosters success, personal growth and achievement for all.

School Demographics

Campbell Drive Middle School (CDMS) is located at 900 NE 23 Ave in the Homestead, Florida City community. CDMS welcomed its first student in 1976 and since then has served the community in its educational needs and goals. The Homestead, Florida City community is composed of many low socioeconomic residents, but the community is growing and economic levels are rising. It is also a rural community with many migrant workers living in federally funded housing. Many of the families also live in low rent housing complexes supported by the Federal Section 8 Program. Approximately 91 percent of the student population is on free or reduced lunch; therefore, CDMS is a Title I school. Because of the relatively low income levels and low educational levels of much of the area's population, the students are in need of support to secure basic resources. There are many new housing developments in the community with a projected influx of people expected in the near future that will serve to revitalize the area.

Campbell Drive Middle School has 126 full-time employees and 29 part-time employees. The staff is composed of four administrators –one principal, three assistant principals and one administrative assistant, 52 classroom teachers, 21 Exceptional Student Education (ESE) teachers, an ESE Program Specialist, an Exceptional Education Behavior Management Teacher, two Reading Coaches, one Media Specialist, three Technology Specialists, a Technology Coordinantor, six student counselors, nine paraprofessionals, five clerical staff, seven security monitors and ten custodial workers. The instructional staff is comprised of 17.10 percent beginning teachers for a total of 25.0 percent new teachers joining the faculty for the 2005-2006 school year. Thirty-eight percent of the teachers have a master's degree, three percent have specialist degrees, and one percent has a doctoral degree.

CDMS has a student enrollment of approximately 1085 for the 2006-2007 school year; 356 sixth graders; 345 seventh graders; 384 eighth graders. The student population is 5 percent White; 41 percent Black; 52 percent Hispanic; 2 percent multiracial. The Special Education Program has a total student population of 328 or 30 percent, and the ESOL Program has a total student population of 103 or 9.5 percent. Student attendance is 92 percent. CDMS is part of the Homestead Senior High feeder pattern. CDMS enrolls students from approximately seven elementary schools.

School Foundation

Leadership:

Leadership at Campbell Drive Middle School includes the school principal, three assistant principals and one administrative assistant. The school administration is committed to developing each student's academic, social, physical and emotional potential in a wholesome, supportive learning environment. Therefore, a leadership team has been put in place composed of all department chairs and key school personnel in order to fulfill this goal. Program initiatives have been carefully selected to address the needs of the diverse student population. The ultimate goal is to create lifelong learners who can contribute to a multicultural and changing world. The administration believes that as educational leaders, visibility is key. In order to foster a positive working environment, Campbell Drive Middle School emphasizes the Team/Middle School Concept, encourages participation of all faculty and staff in the EESAC and supports involvement in the site's social committee. Based on the Organization Performance Improvement Snapshot Survey the average Mean Scale Score was 4.0 with the highest score being a 4.2 in Leadership and the lowest score being a 3.8 in Strategic Planning. This indicates that faculty and staff are satisfied with the school leadership. According to the survey, school administration will work towards improving teacher knowledge of school funding.

District Strategic Planning Alignment:

The faculty and staff at Campbell Drive Middle School have a variety of professional development programs that are provided by the District and by the School Improvement Zone. All faculty must complete a total of 56 hours of professional development each school year. In-house workshops and a weekly Professional Development Period are conducted by the different departments to provide information and/or strategies to be used by all instructional personnel to enhance the delivery of their subject area. Furthermore, the opportunity exists for personnel to petition the EESAC for funds to attend fee-based training, conferences and workshops in areas of interest to staff and in alignment with school goals.

Stakeholder Engagement:

Campbell Drive Middle School endeavors to build a strong relationship with the community in several ways. In addition to hosting an Open House Night, orientation meetings, PTSA/Title I, and EESAC meetings, this site offers its facilities to other community groups, such as neighboring schools, area administrative meetings, and an area Migrant Program. Community business members are encouraged to assist the school by participating in the Miami-Dade Partners Program, team activities and serving on the EESAC committee. PTSA/Title I meetings are used as a forum to provide information and/or needed services and workshops to parents and families. Parents/Guardians and community members are invited to join classes on Saturdays that will help them to learn English as a second language .

Faculty & Staff:

Teacher mentoring at CDMS is established through the PACES program. Two PACES-trained mentors are assigned to each new teacher and are available for modeling lessons, advice and feedback on the new instructor's strategies and methods.

Additionally, all teachers are provided with a "Guide for New Teachers" handbook which includes information about

classroom management, parental contacts, curriculum, methods and strategies, school management, adolescent psychology and dealing with stress.

Finally, new teachers are afforded mentoring from their Department Chairs and department members with regard to curriculum and methods. Team Leaders and teammates offer additional support with regard to classroom management, special projects and extracurricular activities.

Data/Information/Knowledge Management:

Faculty and staff at Campbell Drive Middle School, as required by the School Improvement Zone Initiative, must fulfill 56 hours of professional development each school year. A Professional Development Committee has been put in place in order to facilitate workshops and in-services to all faculty. In addition, this committee supports all faculty to ensure that they are in compliance with the Zone Initiaves. Administration receives frequent updates from the committee regarding workshops and in-services provided by TEC and other institutions. Furthermore, faculty members are required to attend Open House Night as well as monthly departmental Award Nights. Faculty meetings are held bi-monthly and department meetings are held on a weekly basis. Administration meets with the Leadership Team on a weekly basis and information is disseminated to the rest of the staff and faculty.

Education Design:

Campbell Drive Middle School will incorporate the 8-Step C.I.M. for School Reform. The model involves an eight-step process that is a systematic approach for making improvements in services.

After analyzing our school data, all students performing at a Level 1 or 2 on the FCAT Reading Test will be provided intensive reading instruction including fluency, comprehension, vocabulary, phonemic awareness and phonics.

Students scoring Level 3 or above on the FCAT Reading Test will receive instruction to build fluency, comprehension, test-taking strategies, higher order questioning, extensive reference and research, writing lessons and critical thinking.

Instructional focus activities which highlighted specific benchmarks in reading, writing, mathematics and science were developed into a calendar which was distributed to all instructional staff at the beginning of the school year. This practice allows students and teachers to be of one accord, constantly reinforcing the benchmarks and providing direct instruction.

Emphasis on targeted skills will be implemented schoolwide on a weekly basis. Quarterly assessments will provide data for analysis of best practices and teaching methods.

Campbell Drive Middle School will participate in Action Research, a process by which the school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

Campbell Drive Middle School has implemented the Positive Behavior Support program that promotes the improvement of student behavior across the entire school setting. It provides administrators, teachers, and students

with the tools they will need to achieve a more peaceful and productive school environment. It will also provide a better understanding of specific problems that arise on the school campus.

Performance Results:

The 2007 final evaluation will be based on the 2007 FCAT results, OPIS, Parent Activity Rosters, Parent Academy Enrichment Data, referral reports, ROI ranking, pre and post technology surveys and Fitnessgram.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Teacher mentoring at CDMS is established through the Professional Assessment and Comprehensive Evaluation System (PACES) program. PACES trained mentors are assigned to each new teacher and make themselves available for modeling, advice and feedback on the new instructor's strategies and methods.

Additionally, all teachers are provided with a "Guide for New Teachers" handbook which includes information about classroom management, parental contacts, curriculum, methods and strategies, school management, adolescent psychology and dealing with stress.

Finally, new teachers are afforded mentoring from their Department Chairs and department members with regard to curriculum and methods. Team Leaders and teammates offer additional support with regard to classroom management, special projects and extracurricular activities.

• Highly Qualified, Certified Administrators:

Alicia Hidalgo, Principal

Bachelor of Arts in Sociology

Masters in Education, Guidance and Counseling

Educational Specialist, Guidance and Counseling

Certification in Educational Leadership

16 Years total experience with M-DCPS

Seven years as a School Guidance Counselor at the Secondary Level: Miami Beach Senior High and John F. Kennedy Middle

Nine years as an Assistant Principal at the Secondary Level: Jose Marti Middle, Hammocks Middle, South Dade Senior

Appointed Principal at Campbell Drive Middle on September 14, 2005.

Assistant Principal for Curriculum (APC) at HMS from February 1998 to August 2004. As APC I was directly responsible for overseeing all initiatives to increase student achievement. During this time, HMS was rated as an "A" school four times.

Assistant Principal at SDHS from August 2004 to September 2005. In 2004 SDHS received a "D" rating, with 285 total points. After implementing various initiatives to increase student achievement, including an intensive "pull-out" tutoring program, our total points increased to 308. This increase brought the school to five points away from a "C" in 2005.

Ms. Chantal Harris, Assistant Principal

Ms. Harris has been with the Miami-Dade County Public Schools since 1989. During her tenure, she has held a variety of positions that enable her to further her career as an educator. She taught the Academic and Vocational English (AVE) program at Robert Morgan Vocational Institute. Ms. Harris demonstrated excellent professional skills in the way she conducted herself and her classes. Always eager to improve her background, she attended professional workshops to sharpen her skills for her Vocational English Speakers Other Language responsibilities. With her strong background in the business world, she was an excellent choice for this program.

Ms. Harris' eagerness to pursue her goals led her to seek certification in Language Arts. She taught 9th graders at South Dade Senior High. She was well liked by her students. During that period, she was entrusted to be the chairperson of Black History

Month. Additionally, she sponsored a female mentor program. She was actively involved with the Educational Excellence School Advisory Council (EESAC) and PTSA at South Dade Senior High School. The opportunity to explore school administration became very appealing when a position as an Administrative Assistant was opened. She worked closely with the Assistant Principals and assumed leadership responsibilities. She oversaw the attendance of the school and improved the overall school attendance to the top ten in the district.

Ms. Harris received a Bachelor's Degree in Liberal Studies, an M.S. in Human Resources Management and Development from Barry University in Miami, and a Specialist Degree in Educational Leadership From Nova Southeastern University in Ft. Lauderdale. Ms. Harris became a temporary Assistant Principal at Homestead Senior High School in 2003 and was transferred to Campbell Drive Middle School as an Assistant Principal. She currently oversees the Math Department and 7th grade discipline.

Mrs. LaRhonda Moss-Donaldson, Assistant Principal

LaRhonda Donaldson holds a BS in Criminal Justice, an MS in Educational Leadership and is currently pursuing a Doctoral Degree in Child and Youth Studies with a specialist in Curriculum Development. Mrs. Donaldson served as a teacher for seven years and a Reading Tutor for one year prior to being promoted to Assistant Principal at Campbell Drive Middle School in August 2005.

While employed as a teacher, all of Mrs. Donaldson's experience has been with helping students achieve at schools identified as low performing and or inner city.

Mrs. Donaldson has proven to be a team player and a leader by her peers. She has conducted staff developments on data analysis, reading strategies, and implemented various researched-based programs to raise the academic achievement level of low performing students. Mrs. Donaldson currently oversees the Literacy, Science, and Social Studies Departments.

Mrs. Selene E. Gomez, Assistant Principal, acquired her Bachelor of Science degree with Distinction in Specific Learning Disabilities and a Master of Science degree with honors in Educational Leadership. Mrs. Gomez was an Exceptional Student Education Teacher for seven years and an Exceptional Student Program Specialist for three years. In August 2005, she was promoted to an Assistant Principal position at Campbell Drive Middle School.

As an Exceptional Student Education teacher, Mrs. Gomez was a Team Leader and Swim Team Coach. She was the recipient of the 2000 Francisco J. Walker Teacher of the Year Award. During her service as a Program Specialist she provided support to the varying exceptionalities and autistic students as well as to parents in the school. In addition, she was the school support team coordinator. She organized and conducted meetings with parents, students, teachers, counselors, outside agencies and psychologists in order to create strategies for students with academic and/or behavioral difficulties prior to referral for psychological testing. Ms. Gomez currently oversees the SPED Department.

• Teacher Mentoring:

Teacher mentoring at Campbell Drive Middle School is established through the PACES program. A Professional Growth Team is assigned to each new teacher and make themselves available for modeling, advice and feedback on the new instructor's strategies and methods.

Additionally, all teachers are provided with a "Rookie Review" new teacher handbook which includes information about classroom management, parental contacts, curriculum, methods and strategies, school management, adolescent psychology and dealing with stress.

Finally, new teachers are afforded mentoring from their Department Chairs and department members with regard to curriculum and methods. Team leaders and teammates offer additional support with regard to classroom management, special projects and extracurricular activities.

• School Advisory Council:

The advisory council at CDMS or the Educational Excellence School Advisory Council (EESAC) is a representative body that

includes stakeholders from all areas. The group is made up of teachers, paraprofessionals, an administrator, parents, students and community members. The membership is chosen by their respective sub groups, and the membership demographics reflect the demographics of the school and community.

The EESAC meets monthly to address an agenda created with the input of all stakeholders who are notified of the meeting.

The EESAC and its sub-committees make recommendations to the administration on all aspects of school operations ranging from curriculum to the physical plant and school safety. Active sub-committees include technology, discipline, curriculum, special projects, school maintenance and safety.

The EESAC has used its allocated funds to support classroom projects and to purchase student incentives.

The EESAC is also the leading body in making recommendations for the School Improvement Plan (SIP). The following information will explain how the EESAC has assisted in the preparation of the SIP relative to the following issues:

The EESAC recommended teachers be apprised of software available in the building and that efforts be made to integrate its use through in-services and class demonstrations.

The EESAC's technology committee will continue to organize TEC/Zone, in-house workshops on technology use in the classroom. They also recommend the continued encouragement of teachers to pursue available grants for the purchase of additional technology.

The EESAC recommended specific staffing decisions, such as utilizations of part-time personnel and hourly employees.

The EESAC recommends the enrichment of students through teaming, student clubs and extracurricular activities which enhance school spirit and provide a positive school environment.

• Extended Learning Opportunities

Students who are identified as Level 1 are targeted for tutoring. Campbell Drive Middle School offers the All-Stars Enrichment Program where students receive help with their homework and tutoring in Language Arts/Reading and Mathematics through a technology-based program called Classworks. Campbell Drive Middle School also offers a Saturday School Tutoring Program where students are helped in Language Arts/Reading and Mathematics in a small group setting using Miami-Dade Schools approved programs such as Riverdeep and FCAT Explorer. All students are identified, assessed and placed in these programs according to their individual needs.

• School Wide Improvement Model

Campbell Drive Middle School (CDMS) is committed to the educational excellence of its students via the utilization of innovative, proven, pedagogical skills that reinforce the learning of core academic areas across the curriculum. With the integration of a sustained silent reading time block within the school day, a tutoring program that reinforces the reading and mathematics Sunshine State Standards, and a specially appointed Leadership Team to guide reading activities, CDMS has already taken steps to improve student achievement in reading and mathematics. In order to further academic instruction, Campbell Drive Middle School will implement the Eight-Step Process of the Continuous Improvement Model comprised of the following—1. Test Score Disaggregation; 2. Time Line Development; 3. Instructional Focus; 4. Assessment; 5. Tutorials; 6. Enrichment; 7. Maintenance; and 8. Monitoring—into a Comprehensive School Reform (CSR) plan—Project “STARS (Students and Teachers Achieving Real Success).” The Continuous Improvement Model (CIM), a research-based school improvement model, has a professional development infrastructure that will assist CDMS in addressing these components. This infrastructure, based on a

partnership between Florida DOE, Miami-Dade County Public Schools, and University of Miami consists of seven elements essential to the success of the model: Continuous Improvement Model Training to insure data-driven curriculum, Professional Development Schools with demonstration classrooms, DELTA (Developing Educational Leaders for Tomorrow's Achievers), Professional Partner Cadre of retired school administrators, Teacher Lifeline resources, START (Sustaining Teachers Through Assistance, Resources and Technology), and the Coaching Academy (assistance in the development of instructional support teams).

Campbell Drive Middle School was selected to be a part of Dade County's School Improvement Zone (SIZ) in July 2004. The SIZ philosophy is based on the Eight-Step Process of school improvement and on the seven elements of the Professional Development Partnership Model, which promote high achievement, while eliminating low student performance. Schools in the Zone focus on literacy through the utilization of research-based instructional materials. To advance teaching and learning, innovative and appropriate instructional strategies are also employed. In addition, the SIZ uses an extended school day and extended school year to provide students with more instructional time. Complementing the extended day instruction is a rigorous agenda of professional development provided by Miami-Dade County Public Schools.

During the first four months of the Comprehensive School Reform (CSR) grant, CDMS implemented a centralized system of planning and review based on the first two steps of the Eight Step Process: Test Score Disaggregation and Time Line Development. The 2003/2004 National Study for School Evaluation Report conducted by the Southern Association of Colleges and Schools (SACS) Committee reports many teachers feel that they should be consulted more often when school-wide changes are being implemented. Project "STARS" with the assistance of the SIZ will focus on improving CDMS' planning and review process. CDMS' leadership team began the process by using student test scores to identify instructional groups and sub-groups. Teachers then disaggregated the data to identify weak content areas for remediation to be taught according to the established timeline.

In order to close the achievement gap between high and low achieving students, CDMS will implement the curricular methods of the Continuous Improvement Model based on the instructional needs of the students during year two of the CSR grant. Cumulative research from Education and Treatment of Children (1988), Sustainable School Reform: The District Context for School Improvement (1992), School Effectiveness: Eight Variables that Make a Difference (1995), and Making After-school Count: Communities & Schools Working Together (1999), shows that curriculum that focuses on four steps--instruction, assessment, tutorials, and enrichment--can create high levels of curricular mastery among students, regardless of the subgroups to which they belong. The Continuous Improvement Model guides the alignment of curriculum to these four components. Project "STARS" will ensure that students improve their literacy levels and mathematic skills through a more structured, aligned curriculum.

The final two steps of the Eight Step Process provide school-wide academic maintenance, professional development and monitoring on an ongoing basis. Unlike traditional maintenance methods where teachers provide their own materials to review with little accountability, the Eight Step Process of the Continuous Improvement Model is designed to ensure that the district holds teachers accountable for implementing research-based activities in their classrooms (Davenport and Anderson, 2002). The faculty and staff at CDMS prize teacher training programs that augment our classroom strategies and recognize the importance of professional development to our students' educational success. The National Commission on Teaching and America's Future (NCTAF) states that "teacher expertise has been found to be the most significant determinant of student success" (Darling-Hammond, 1996). A more recent NCTAF study shows that "Teacher quality proved to affect student learning more than social disadvantages such as socio-economic level." Approximately 45 percent of the instructional staff at CDMS has been trained with Project CRISS (Creating Independence through Student-owned Strategies), a research-based instructional style developed by Iowa educators in conjunction with the National Diffusion Network and the Department of Education that focuses on enhancing students' reading skills. It is CDMS' intent to utilize the Continuous Improvement Model for school reform to provide further opportunities for professional development and subsequent faculty collaboration.

To propel CDMS' students into a technological society, the school offers a curriculum enhanced by computer-based support (software, internet access, and various on-line services). However, CDMS has not consistently experienced improvement in student achievement in mathematics and reading through use of these technological advances. The CIM's focus on data and differentiated instruction will allow for the most effective use of technology. Research indicates that technology, when used as an

enhancement tool, will “facilitate communication and collaboration with the world outside the classroom” (Solomon, 2003). CDMS has acquired several grants for technological development in the past, and with project “STARS” a plan-of-action to further promote technical advances throughout the school is being devised. The CIM for school reform works well with schools that have an established technical program but still experience low student achievement.

Data from CIM schools with high rates of poverty and diverse student populations, similar to those at CDMS, demonstrates student gains in key academic areas as measured by national and state standardized tests. A 2001 study of the Brazosport Independent School District in Texas (with 62.9 percent of free and reduced lunch students, 51.3 percent Hispanic students, 10.4 percent Black students, and 20.2 percent mobility) shows a 35 percentage point increase in the state’s reading test Texas Assessment of Academic Skills (TAAS) passing rate for all schools in the district within a nine-year span of time, with a 10 percentage point increase within the second year of the CIM implementation regardless of the economic or racial background of the students. Furthermore, data from three different schools with similar demographics to CDMS: Fontana High School in Fontana, California, Center High School in Sacramento, California, and Rio Rancho High School in Rio Rancho, New Mexico demonstrated an increase in overall test scores during the first years of their CIM implementation.

Brazosport Independent School District exhibited improvement in all of the subject areas tested by the TAAS (reading 20 percent, mathematics ten percent, and writing 20 percent) during the first three years of CIM reform (Davenport and Anderson, 2002). More than 90 percent of all student groups in each of the district’s 18 schools, White, Hispanic, Black, rich, and poor, passed the Texas Assessment of Academic Skills (TAAS). In 2000-2001, Fontana High School demonstrated an Academic Performance Index Growth of 28; Center High School demonstrated an Academic Performance Index Growth of 50, and the Fontana Unified School District high schools demonstrated an Academic Performance Index Growth of 36.

In early 2001, the Florida Department of Education awarded a Goals 2000 Local Education Reform Grant to the School Board of Broward County. The purpose of the project was to pilot the research-based Eight Step Instructional Process in three Broward County Schools in the 2001-2002 school year. The schools—Boyd Anderson High School, Lauderhill Middle School, and Oriole Elementary School—are located in the Boyd Anderson Innovation Zone and represent a feeder pattern. These schools were selected to participate in the pilot because they had both a high number of students from low-income families and a trend of low academic achievement. Data from school districts in Southern Florida found that in 1999-2001 CIM schools posted higher gains than the Florida state average on the FCAT.

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 checked="" 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:

Increase the reading performance of all students identified in the No Child Left Behind populations.

Needs Assessment

According to the results of the 2006 FCAT Reading test, students in grade six demonstrated a need for improvement in the area of Reference/Research. This is evident by 13 percent scoring below state standards.

According to the results of the 2006 FCAT Reading test, students in grade seven demonstrated a need for improvement in the area of Word/Phrases. This is evident by 28 percent scoring below the state standards.

According to the results of the 2006 FCAT Reading test, 20 percent of all Black, 29 percent of Hispanic and 60 percent of Asian students in grades six through eight met state standards.

According to the results of the 2006 FCAT Reading test, 16 percent of all LEP students in grades six through eight met state standards.

According to the results of the 2006 FCAT Reading test, 13 percent of all SPED students in grades six through eight met state standards.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, free and reduced lunch students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide reading inservice sessions across the curriculum to enhance instruction for all FCAT Level 1 and 2 as well as the lowest 25 percent. TEC inservices as well as school inservices will be used to improve student achievement.	Administrators, Reading Coaches, Co- Dept. Chairs	8/7/2006	5/31/2007	Continuous Improvement Model	\$0.00
Use Academic Improvement Period and extended school year to reinforce reading strategies. Teachers will target FCAT Level 1 and 2 students as well as the lowest 25 percent. This period is based on a monthly theme with lesson plans and activities along	Administrators, Reading Coaches, Co-Dept. Chairs, Curriculum Specialist	8/7/2006	5/31/2007	District Strategic Plan	\$0.00

with the S.S.S. and CBCs in order to improve student achievement.					
Form pull-out groups for Reading Plus instruction which will focus on FCAT Level 1 students in order to improve student achievement.	Administrators, Reading Coaches, Co-Dept. Chairs	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Use homeroom period to apply reading strategies to a schoolwide novel in order to focus on FCAT Level 1 and 2 as well as lowest 25 percent. During this period teachers will receive lesson plans and activities together with bi-weekly benchmarks which will be the focus. Students will be assessed bi-weekly on benchmarks in order to determine achievement or to re-teach.	Administrators, Reading Coaches, Co-Dept. Chairs, Homeroom Teachers	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize common planning time for collaboration and to analyze data from assessments in order to target students who are FCAT Level 1 and 2.	Administrators, Co-Dept. Chairs, Literacy Teachers	8/7/2006	5/31/2007	Continuous Improvement Model	\$0.00
Provide Saturday school tutorials for FCAT Level 1 and 2 as well as the lowest 25 percent. Students will use Classworks for Language Arts/Reading as well as district writing prompts in order to improve student achievement.	Administrators, Co-Dept. Chairs	8/7/2006	5/31/2007	Small Learning Communities	\$0.00
Implement CRISS strategies in the classroom at all grade levels.	Administrators, Reading Coaches, Teachers	8/7/2006	5/31/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Scholastic Read 180; Scholastic Read XL; McDougal-Littell Language of Literature; Reading Plus

Professional Development

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

CRISS Training for new teachers to improve the quality of their instruction as it relates to FCAT Level 1 and 2 as well as the lowest 25 percent.

Read 180 Workshop which will serve to train teachers to focus on FCAT Level 1 students and the lowest 25 percent.

Reading Plus Workshop which will serve to train teachers to focus on FCAT Level 3 and 4 students.

Differentiated Instruction and Cooperative Learning Groups in order to improve student achievement for all FCAT Level 1 and 2 students as well as the lowest 25 percent.

Edusoft Training will enable teachers to interpret data in order to identify student needs.

ESOL Strategies will facilitate instruction for all Level 1 ESOL students. Teachers will be able to identify student needs and help them to succeed with English as a Second Language.

Apple Technology Workshops: Teachers have received an Apple laptop computer that they use to do lesson plans, research, and provide tools for teacher and student production.

CIM training: Faculty will be trained in the implementation of the CIM program.

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

Evaluation

Objectives will be evaluated using schoolwide and teacher made assessments.

Results from the 2006-2007 FCAT Reading scores as well as READ 180 and SRI Reports will be used as a tool for evaluation.

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 checked="" 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 2 STATEMENT:

Increase the performance of all students in mathematics as identified in the No Child Left Behind population groups.

Needs Assessment

According to the results of the 2006 FCAT Mathematics test 28 percent of students in grades six through eight did meet State standards.

Results from the 2006 FCAT Mathematics test, indicate students in grade six demonstrated a need for improvement in the area of Data Analysis. This is evident by 34 percent scoring below the state standards.

Results from the 2006 FCAT Mathematics test, indicate students in grade seven demonstrated a need for improvement in the areas of Measurement, Algebraic Thinking, and Data Analysis. This is evident by 22 percent scoring below the state standards.

Results of the 2006 FCAT Mathematics test, indicate students in grade eight Measurement and Geometry demonstrated a need for improvement in the areas of Measurement and Geometry. This is evident by 17 percent scoring below the state standards in Measurement and eight percent in Geometry.

According to the 2006 FCAT Mathematics test, 22 percent of White, 17 percent of Black, 29 percent of Hispanic and 80 percent of Asian students in grades six through eight did meet State standards.

According to the results of the 2006 FCAT Mathematics test 18 percent of LEP students and 13 percent of SPED students in grades six through eight did meet State standards.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Free and Reduced lunch students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Algebraic Thinking will assist FCAT Level 1 and 2 students to make progress in math.	Administrators, Department Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize Curriculum Mapping in Mathematics Department to target Level 1 and 2 students as well as the lowest 25 percent.	Administrators, Department Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Implement hands-on-strategies to help students who learn kinestetically.	Administrators, Department Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize Cognitive Tutor to develop critical thinking skills for FCAT Level 1 and 2 students.	Administrators, Department Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00

Utilize school wide assessments to measure student achievement.	Administrators, Department Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize CRISS strategies in Mathematics.	Administrators, Department Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Use Academic Improvement Period and the extended school year to improve mathematics skills in all FCAT Levels.	Administrators, Department Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Provide intensive mathematics class for targeted students in FCAT Level 1 and 2 as well as the lowest 25 percent in order to raise student achievement.	Administrators, Department Chair	8/7/2006	5/31/2007	Small Learning Communities	\$0.00
Provide after-school tutorials for targeted students in FCAT Level 1 and 2 as well as the lowest 25 percent.	Administration, Department Chair	8/7/2006	5/31/2007	Small Learning Communities	\$0.00
Provide Saturday school and after- school tutorials using Riverdeep for targeted students in FCAT Level 1 and 2 as well as the lowest 25 percent in order to raise student achievement.	Administrators, Department Chair	8/7/2006	5/31/2007	Small Learning Communities	\$0.00

Research-Based Programs

The research-based instructional materials used by Campbell Drive Middle School Mathematics Department are:

Glencoe and McGraw Hill

Algebraic Thinking

Bridges to Algebra

Cognitive Tutoring

Riverdeep

Professional Development

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

Curriculum Mapping in-service so that teachers may be able to collaborate on lesson plans and target FCAT Level 1 and 2 as well as the lowest 25 percent.

Math hands-on strategies will help students who are kinesthetic and who learn by discovering knowledge. This will help students who are FCAT Level 1 and 2 as well as the lowest 25 percent. Students only retain ten percent of what they hear in a lecture, with Math hands-on strategies their knowledge will increase.

Riverdeep will help FCAT Level 1 and the lowest 25 percent of students to make progress in math since it is technology driven and teachers can monitor student achievement.

FCAT Explorer will help FCAT Level 1 and the lowest 25 percent of students to make progress in math since it is technology driven and teachers can monitor student achievement.

CRISS training will be provided to all math teachers in order to provide instructors the tools that they require to raise student achievement.

Secondary School Reform (SSR) will help teachers at the secondary level meet State standards in mathematics.

Focus Continuous Improvement Model (FCIM) will help the faculty to achieve student success.

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

Evaluation

The 2006-2007 FCAT administration will be the primary evaluation tool. Tri-weekly and interim assessments will be given to determine student mastery on benchmarks.

Cognitive Tutoring and FCAT Explorer reports will also be used as a tool for evaluation.

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

Increase the writing performance of all students identified in the No Child Left Behind populations.

Needs Assessment

According to the results of the 2006 FCAT Writing Plus Test, 66 percent of students in grade eight scored a 3.5 or above in expository writing and 69 percent scored 3.5 or above in persuasive writing. This indicates a need for increasing the percent of students meeting high standards on the 2007 FCAT Writing Plus Test.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 eight will improve their writing skills as evidenced by 81 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Form pull-out groups for targeted students who scored below 4.0 on the Florida Writes! in order to improve student achievement	Administrators, Co-Dept. Chairs	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Use Academic Improvement Period and the extended school year to improve writing skills for students who scored below 4.0 on district approved prompts.	Administrators, Co-Dept. Chairs	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize common planning time for collaboration and to analyze data from assessments in order to target students who scored below 4.0 on the Florida Writes! or on district approved prompts.	Administrators, Co-Dept. Chairs, Literacy Teachers	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Provide Saturday school tutorials for targeted students who scored below 4.0 by using district approved writing prompts.	Administrators, Co-Dept. Chairs	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Provide after-school tutorials for targeted students who scored below 4.0 using district approved writing prompts. Teachers will emphasize the four areas of writing as assessed by the Florida Writes! rubric.	Administrators, Co-Dept. Chairs	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Implement CRISS strategies in order to target students who scored below 4.0 on district approved writing prompts.	Administrators, Co-Dept. Chairs	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Provide inservice sessions across the curriculum to improve writing instruction.	Administrators, Co-Dept. Chairs	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Use curriculum mapping in order to raise student achievement.	Administrators, Co-Dept. Chairs	8/7/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based textbook series is McDougal-Littell Language of Literature.
Learning Express

Professional Development

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

FCAT Holistic Scoring will help teachers in four aspects of scoring: FOCUS, ORGANIZATION, SUPPORT, CONVENTIONS. Teachers will be able to use this information to interpret data and to increase student achievement.

Apple Technology: Teachers will receive an Apple laptop computer that they can use to do lesson plans and research websites that will provide the tools that they need to improve student achievement.

CRISS Strategies training for new teachers in order to improve the quality of their instruction as it relates to FCAT Level 1 and 2 as well as the lowest 25 percent.

Focus Continuous Improvement Model: Teachers will be trained in the implementation.

In addition, teachers will be trained in Reciprocal Teaching and Best Practices.

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

Evaluation

Eighth grade students will be evaluated using the 2007 FCAT Writing Plus Test.

Learning Express, a Zone Initiative Project, will assess sixth and seventh grade students two times during the 2006-2007 school year.

In addition, all students will be tested during their Academic Improvement Period, a Zone Initiative, once a month in writing.

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

Students will increase their science performance skills to meet the state standards.

Needs Assessment

As reflected from data, all students in grade eight did not perform to meet District's scale in science as evidenced from the 2006 administration of the FCAT Science examination.

According to results from the 2006 Science test, students scored 38 percent correct in Physical/Chemical Science, 38 percent in Earth/Space Science, 38 percent in Life/Environmental Science and 29 percent in Scientific Thinking.

Measurable Objective

Given instruction using Sunshine State Standards, students in grade six through eight will improve their science skills as evidenced by 32 percent reaching the state required mastery level as documented by scores on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize technology as a means of broadening the curriculum in order to identify and assist students who are not meeting state standards.	Administrators, Dept. Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Use a science based literacy curriculum during the Academic Improvement Period and the extended school year to improve science skills for all students.	Administrators, Dept. Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Create hands on lessons and learning opportunities that integrate science, mathematics and community service. Teachers will be able to focus on students who do not meet state standards in science.	Administrators, Dept. Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Provide parents with ongoing information to enhance student achievement in science via meetings/workshops and Parent-Advisory Council meetings. The focus will be on students who are not meeting state standards in the science clusters and strategies for assisting them.	Administrators, Dept. Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Curriculum Mapping will be integrated in order to improve student achievement.	Administrators, Dept. Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Administer bi- weekly assessments and SIZ assessments to ensure S.S.S. benchmarks mastery.	Administrators, Dept. Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Implement and monitor a Comprehensive Science Plan. Student not achieving at high levels will get additional science training during the Zone hour. All eighth grade students will receive a nine-week science skills class during the Zone hour.	Administrators, Dept. Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Implement CRISS strategies throughout science curriculum.	Administrators, Dept. Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based programs are Holt, Rinehart and Winston and Glencoe.

Professional Development

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC, Zone and in-school professional development hours. The calendar will include:

District provided professional development.

On site approved professional development.

Evaluation

The 2007 FCAT Science results will be used to evaluate this objective. In addition School Improvement Zone pre/post tests and assessments will be utilized to monitor progress and drive instruction

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 type="checkbox"/>	<input checked="" 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 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education in an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Attendance logs from PTSA meetings, Title I functions, and parental workshops indicates that Campbell Drive Middle School has a low rate of parental or guardian involvement. Our 2006 School Open House drew less than twenty percent of our families.

Measurable Objective

Given a schoolwide focus on parental involvement, parental participation will increase five percent as evidenced by attendance logs obtained during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Parenting Skills classes on Saturdays.	Administrators, Social Worker, Teachers	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Offer English classes for parents who speak other languages.	Administrators, Teachers	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Recruit parents for positions within the school such as clerical assistants and teacher assistants.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/7/2006	5/31/2007	Communities of Practice	\$0.00
Encourage parents to join the PTSA.	Administrators, Teachers	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Encourage parent attendance at school events with ample advertisement.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/7/2006	5/31/2007	Communities of Practice	\$0.00
Recruit more parents to become school volunteers.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/7/2006	5/31/2007	Communities of Practice	\$0.00
Assist families establish home environments to support children as students.	Administrators, Community Involvement Specialist, Reading Coaches, Math Chair, Media Specialist, Social Worker	8/7/2006	5/31/2007	Communities of Practice	\$0.00
Use Connect-Ed to keep parents abreasted of all school activities and workshops.	Administrators, Dept. Chairs, Community Involvement Specialist, Social Worker	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Conduct a survey to find out ways parents would like to be involved at school, and barriers that prevent participation.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/7/2006	5/31/2007	Communities of Practice	\$0.00
Encourage parents to become more involved school decisions by developing parent leaders, focus groups and parent representatives.	Administrators, Community Involvement Specialist	8/7/2006	5/31/2007	Communities of Practice	\$0.00

Research-Based Programs

Zoom In, Zoom Out - One-to-One Laptop Program

PTSA -- National Standards of Parental and Family Involvement Program

Professional Development

In an effort to improve student achievement with state and district goals, Campbell Drive Middle School has scheduled year-long professional development opportunities for all faculty and staff. Additionally, Campbell Drive Middle School has PBS procedures in place to bring parents into the building. These in-services, workshops and events will be provided through TEC and The School Improvement Zone and the in-school professional development team. The calendar will include:

Positive Behavior System training and reinforcement

One-to-One/Zoom Laptop Family Meetings

Interpersonal Communication In-Services

Crisis Management training

Student/parent Saturday disciplinary meetings

PTSA

Open House Night

Technology Night

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation.

Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

Evaluation

Using Title I parent attendance rosters and activity sign-in logs, this objective will be evaluated by monitoring the rate of parental attendance.

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 checked="" type="checkbox"/>	<input 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 6 STATEMENT:

The school will promote programs and practices that facilitate a safe learning environment for students.

Needs Assessment

Based on the Florida DOE suspension incidents reports, 27 percent of CDMS students had outdoor suspensions and 31 percent had indoor suspensions. This indicates a need for student improvement in discipline.

Measurable Objective

Given an emphasis in a safe and orderly environment, student behavior will improve at CDMS by at least 10 percent decrease on the number of overall suspensions as measured by COGNOS reports during the 2006-2007 school as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and monitor Peer Mediation Program. Students are able to take a hands on approach to discipline as they counsel their peers in positive behavior.	Administrators, TRUST Counselor	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Implement and monitor Youth Crime Watch Program in order to involve students in safety and discipline related issues.	Administrators, Faculty Sponsor, TRUST Counselor	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Implement and monitor the Positive Behavior Support Program.	Administrators, TRUST Counselor	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Implement and monitor a Transition Academy for sixth graders using Classroom Inc.	Administrators, Department Chair, TRUST Counselor	8/7/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

Positive Behavior Support Program

Professional Development

Campbell Drive Middle School, in an effort to safeguard our students and improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

Positive Behavior Support
Safety Crisis Management
Classroom Inc.

Evaluation

Mastery of the objective will be considered to be met when there is a minimum of 10 percent decrease in the number of discipline referrals documented by COGNOS reports.

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"/>

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

GOAL 7 STATEMENT:

The school will integrate technology in the curriculum as well as in the home in order to promote equitable and universal access to technology.

Needs Assessment

Data obtained from a school administered survey indicates a need to increase student awareness of technology based programs and instruction.

Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their understanding and usage of computer technology by a minimum of 30 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Apple Laptop Computers for planning and teacher/student research.	Administrators, Technology Coordinator	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Implement the Zoom In, Zoom Out One-to-One Laptop Program, creating the 7th Grade Zoom Team, issuing student laptops, proceeding with the project based model of zoom .	Administration Technology Coordinator	8/7/2006	5/31/2007	District Strategic Plan	\$1125000.00
Implement the Zoom In, Zoom Out One-to-One Laptop Program, creating the 7th Grade Zoom Team, issuing student laptops, proceeding with the project based model of Zoom.	Administration Technology Coordinator	8/7/2006	5/31/2007	District Strategic Plan	\$1125000.00
Employ Apple Laptop Computers wireless carts in the 6th and 8th grade content area classes to increase student usage and computer skills.	Administrators, Technology Coordinator	8/7/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

Zoom-In-Zoom Out One-to-One Laptop Program, Intel-Innovator: Teach to the Future. National Education Technology Standards (NETS).

Professional Development

Campbell Drive Middle School, in an effort to improve student achievement of state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC, Zone and in-school professional development. The calendar will include:

Apple Computer Technology

Zoom In, Zoom Out Team Training

Laptops for Student Production

Edusoft training

Data Analysis

PMRN In-Services

Technology Night

Web resources: Inspiration, Unitedstreaming

Pinnacle Electronic Gradebook

Apple Technology Workshop: Teachers have received an Apple laptop computer that they will use to do lesson plans, research websites and provide the tools that they need to improve student achievement.

The quality of the training will be evaluated by participant response and online post workshop surveys in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

Evaluation

The use of formal survey instruments and technology usage logs will be used as an evaluation tool. Student artifacts will serve as evidence of their expanded technology achievement. We will also continue to evaluate growth by monitoring use of technology as evidenced by the indicators built into the Reading Plus, Read 180 and other educational software.

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 checked="" type="checkbox"/>	<input 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 8 STATEMENT:

To improve the health and physical fitness of our students in order to develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

According to the results of the 2005 FITNESSGRAM 129 students were tested of which 72 percent won a Gold or Silver District Fitness Award indicating a need for increasing student participation in physical fitness.

Measurable Objective

Given instruction using Sunshine State Standards, physical fitness students will increase their performance on the FITNESSGRAM assessment by demonstrating a three point increase in the number of students achieving the Silver or Gold category in 2007-2007 as compared to 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
School site administrators should monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administrators, P.E. Coaches	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance. Monitor the Physical Education Program as it relates to activity.	Administrators, P.E. Coaches	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Assess both student achievement and programmatic success in meeting the goals and objectives of physical education, by utilizing the FITNESSGRAM administer a pre-test to determine baseline measures. Comparing pre- and post-test data will provide valid measures of student/school improvement. This will further provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives.	Administrators, P.E. Coaches	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Develop an action plan for their individual school to insure input from the department to meet the goals and objectives as stated. Activities should align and be monitored by district goals and objectives.	Administrators, P.E. Coaches	8/7/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

Physical Education Inservices as offered by the District

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

Evaluation

Campbell Drive Middle School will administer the FITNESSGRAM and compare the data to the previous year.

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.)

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 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 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents and enrich their education through expanded curricular and extra-curricular offerings.

Needs Assessment

Based on data from the 2005-2006 student articulation forms, there is a need for additional classes in speech and debate, drama, music, art and other enrichments. Attendance is also thought to be impacted proportionally by offerings addressed to the students' interests.

Measurable Objective

The number of students enrolled in the arts and enrichment courses (to include music, dance, drama, journalism, visual art and law studies) will increase by five percent as evidenced by the number of students enrolled in elective classes during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Meet with administrative team and student services to accommodate additional dance, art, music, speech and debate, and drama classes in the school master schedule.	Administrators, Fine Arts Department Chairperson	8/7/2006	5/31/2007	Expanding arts opportunities	\$0.00
Create advanced dance, art, drama, speech and debate, and music classes to accommodate the students needing a more advanced program. Students will be placed by teacher recommendation.	Administrators, Fine Arts Chairperson	8/7/2006	5/31/2007	Expanding arts opportunities	\$0.00
Offer enrichment class during the P.R.I.D.E. hour for students with high reading and math levels.	Administrators	8/7/2006	5/31/2007	Continuous Improvement Model	\$0.00
Utilize extended day programs for those students meeting State standards.	Administrators, Department Chair.	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Implement Classroom Inc. Transition Academy to help incoming students.	Administrators, Department Chair	8/7/2006	5/31/2007	District Strategic Plan	\$0.00
Identify and enroll those students requesting dance, art, speech and debate, music, and drama as an elective.	Administrators, Fine Arts Department Chairperson	8/7/2006	5/31/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

Professional Development

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

Focus: Comprehensive Improvement Model across the curriculum

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

Evaluation

A mid-year and end-of-year review of enrollment information.

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.)

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"/>

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

GOAL 10 STATEMENT:

CDMS will reach at or above the statewide percentile in the ROI Index of Value and Cost effectiveness of its programs.

Needs Assessment

The 2004-2005 School Efficiency Indicator for Campbell Drive Middle School shows that CDMS was in the lower third of all middle schools in the state on percentage of students making learning gains and in the middle third of all middle schools in the state on money spent per student. This is in comparison to the 2003-2004 school year where Campbell Drive Middle School was in the middle third of all middle schools in the state on percentage of students making learning gains, and the school was in the middle third of all middle schools in the state on money spent per student.

Measurable Objective

CDMS will improve its ranking on the State of Florida ROI Index publication from a percentile rank of 10 to 11 percentile in the 2006-2007 publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become informed about the use of financial resources in relation to school programs.	Administrators	8/7/2006	6/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Faculty and staff will receive training on the schools budget.

Evaluation

CDMS will base its performance using the State of Florida ROI Index in its next publication.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

The CDMS ESSAC has an available budget balance of \$16,500.00 for the 2006-2007 school year. Appropriations are made at the direction of the voting members with input from all stakeholders at CDMS. The 2005-2006 allocations were as follows:

Hourly Literacy Tutors \$12,000.00
 Media Center Books \$3,000.00
 Educational Software \$2,500.00
 Student Incentives \$1,800.00

Training:

The advisory council at CDMS or the Educational Excellence School Advisory Council (EESAC) is a representative body that includes stakeholders from all areas. The group is made up of teachers, paraprofessionals, the school principal, parents, students and community members. The membership is chosen by their respective sub groups, and the membership demographics reflect the demographics of the school and community.

The EESAC meets monthly to address an agenda created with the input of all stakeholders who are notified of the meeting.

The EESAC and its sub-committees make recommendations to the administration on all aspects of school operations ranging from curriculum to the physical plant and school safety. Active sub-committees include technology, discipline, curriculum, special projects, school maintenance and safety.

The EESAC recommended specific staffing decisions, such as utilization of part-time personnel and hourly employees.

Instructional Materials:

The EESAC has used its allocated funds to support classroom projects and to purchase student incentives.

Technology:

The EESAC supported the One-to-One Laptop Program through the technology committee's recommendations to the Zoom Team.

The EESAC recommended teachers be apprised of software available in the building and that efforts be made to integrate its use through in-services and class demonstrations.

The EESAC technology committee will organize Teacher Educational Center (TEC) in-house workshops on technology use in the classroom. They also recommend the continued encouragement of teachers to pursue available grants for the purchase of additional technology.

Staffing:

The advisory council at CDMS or the Educational Excellence School Advisory Council (EESAC) is a representative body that includes stakeholders from all areas. The group is made up of teachers, paraprofessionals, an administrator, parents, students and community members. The membership is chosen by their respective sub groups, and the membership demographics reflect the demographics of the school and community.

The EESAC meets monthly to address an agenda created with the input of all stakeholders who are notified of the meeting.

The EESAC and its sub-committees make recommendations to the administration on all aspects of school operations ranging from curriculum to the physical plant and school safety. Active sub-committees include technology, discipline, curriculum, special projects, school maintenance and safety.

Student Support Services:

The EESAC recommends and supports the enrichment of student's learning through teaming, student clubs and extracurricular activities which personalize instruction, enhance school spirit and provide a positive school environment.

Other Matters of Resource Allocation:

The EESAC will purchase equipment, software and transportation for enrichment projects and fieldtrips.

Benchmarking:

The EESAC participates in sequencing benchmarks for the Focus Continuous Improvement Model.

School Safety & Discipline:

The EESAC fully supports the Positive Behavior Support program.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$2,250,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$2,250,000.00

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