
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6071 - George Washington Carver Middle School

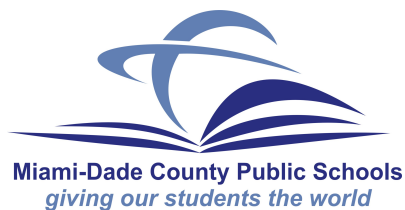
FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Libia Gonzalez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

George Washington Carver Middle School

G. W. Carver Middle School is an international education magnet school located in Coconut Grove, Florida. The original school facility was constructed in 1951 as a senior high school and was later divided into an elementary and a middle school. The school's two international education magnets, International Education and International Studies, offer three language strands, French, German, and Spanish. Presently, the school has a total enrollment of 956 students. The International Studies students have a strong background in one of the three languages, whereas the International Education students are beginning language learners or have a minimal understanding of one of the three offered language strands. The curriculum for either magnet stresses world language instruction at the appropriate fluency level of the individual student and advanced level courses in all core disciplines. The principal, Ms. Libia Gonzalez, is in her seventh year as head of G. W. Carver Middle School. For the past five years, the school has been rated an "A" by the State of Florida's A+ Plan for grading schools. During her tenure, Ms. Gonzalez has placed a strong emphasis on raising student achievement, improving business practices, and developing a strong professional learning community. The school's leadership team has implemented the Continuous Improvement Model to address student achievement goals. Following this model, student assessment results are disaggregated and analyzed on a schoolwide basis by department chairpersons and administration. Furthermore, teachers meet by department to disaggregate and analyze student assessment results by class and align instructional practice. Teachers meet weekly planning short and long-range lessons based on current assessment results. As needs are identified, plans are developed and implemented to address discrepancies brought forth by assessment data. Results from these plans are subsequently analyzed, and the cyclical process of "planning, checking, doing, and acting" is again visited. A yearlong, in-house, professional development course on brain research has become a central focus point for raising student achievement. This follows a curriculum mapping project that was started three years ago, where teachers planned within and across disciplines to reinforce concepts and revisit essential skills. The professional development course on brain research has been designed by a mentor teacher, after becoming thoroughly familiar with the school's curricula, achievement data, faculty, staff, and administration. The course will help the faculty become knowledgeable in how the brain works and how to use that knowledge to make teaching more effective and efficient. The staff development is also intended as a framework of support for teachers to implement a more innovative approach to teaching and learning. The primary text is Jensen's *Teaching with the Brain in Mind*.

Faculty and staff members have rated the school the highest in Measurement, Analysis, and Knowledge Management on the District's Organizational Performance Improvement Survey (OPIS). The category earned an average score of 4.4 on a five-point scale. This high score is reflective of the ongoing process of analyzing student data and using the data as a driving force in determining future instruction on a schoolwide basis. Furthermore, the school's in-house professional development project on brain research is being implemented during the 2006-2007 school year based on student needs and strengths to ensure increased high academic performance.

Given instruction based on Sunshine State Standards, students will increase their reading skills as evidenced by one hundred percent of Black students, one hundred percent of Hispanic students, and ninety-five percent of White students scoring at or above the State mastery level on the March 2007 FCAT Reading Test.

Given instruction based on Sunshine State Standards, students will increase their mathematics skills as evidenced by one hundred percent of students scoring at or above the State mastery level on the March

2007 FCAT Mathematics Test.

Given instruction based on Sunshine State Standards, students in grade eight will increase their writing skills as evidenced by one hundred percent of students scoring at or above the State mastery level on the March 2007 FCAT Writing+ Test.

Given instruction based on Sunshine State Standards, students in grade eight will improve their science skills as evidenced by one hundred percent of students scoring Level 3 or higher on the March 2007 FCAT Science test.

Given the implementation of the school's parental involvement plan, ten parent meetings will be offered for the 2006-2007 school year, to increase participation by three percent, as evidenced by twenty percent of parents attending one or more workshops or meetings.

Given the implementation of the school's safety and discipline plan and the District's Character Education Program, students will participate in a minimum of two activities for each of the nine core character values during the 2006-2007 school year.

Given the implementation of the school's technology plan, all students will demonstrate technological skills by completing two technology-related projects in a content area course during the 2006-2007 school year.

Given implementation of the FITNESSGRAM program, seventy-eight percent of students enrolled in Physical Education will achieve a passing score on the FITNESSGRAM assessment as evidenced by student performance scores recorded in March 2007.

Given student interest, the amount of time that students spend in their club will increase by thirty percent for the 2006-2007 school year.

Given continuation of present expenditure per pupil ratio, students scoring at FCAT Level 1 or Level 2 in Reading and Mathematics will remain the same or decrease as evidenced by scores on the March 2007 FCAT Test.

The category rated lowest on the Organizational Performance Improvement Survey (OPIS) was Strategic Planning with an average score of 4.0. on a five-point scale. The survey results will drive plans to build stronger communication and sharing practices addressing item 2a. For the 2006-2007 school year the principal will increase opportunities for stakeholders to provide input regarding school plans and goals through Educational Excellence School Advisory Council (EESAC), Curriculum Council and faculty meetings. The strategies outlined by this plan will be implemented during the 2006–2007 school year. As needed, they will be modified and adjusted based on formative assessment data and continued input from all stakeholders.

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.

George Washington Carver Middle School

VISION

Reflecting the needs of Miami-Dade County's diverse community, George Washington Carver Middle School, Center for International Education, will prepare all students to be multilingual and multiliterate. All stakeholders of the school will implement technological innovations to enhance the strong multilingual academic program, thus ensuring each student success in the competitive environment of the 21st Century. The school will provide a rigorous, diverse curriculum that meets world-class standards for a multicultural world.

MISSION

To provide Miami-Dade County's multicultural and multilingual population with an advanced educational program, George Washington Carver Middle School will follow state benchmarks and meet the academic standards of France, Germany, and Spain. The school will offer a curriculum to prepare students to meet the future needs of major industries, international trade, finance, and tourism.

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

School Demographics

The G.W.Carver Middle School houses two magnet programs, International Studies and International Education. Within each of the two magnet programs, three language strands are offered, French, German, and Spanish. Reciprocating processes have been outlined, and understandings have been reached with the governments of France, Germany, and Spain in terms of curriculum and instruction. Beyond these programs the school is built upon the middle school teaming philosophy. Presently there are two sixth, two seventh, and two eighth grade teams. These teams function as a platform through which interdisciplinary units and common assessments are designed and reviewed. As well as teams, specific content-based departments assure consistency of instruction and teaching for all students.

The community that is served by the school encompasses students from the entire District. The student population is international, with many students coming from the Caribbean, Europe, and Latin America.

The ethnic/racial makeup of the school's student population is twenty-nine percent Caucasian, Non-Hispanic, fifty-seven percent Hispanic, nine percent African American, three percent Multicultural, and the remaining two percent are Asian, including Indian. Students enrolled in English for Speakers of Other Languages make up six percent of the student population, while twenty-seven percent of the student body receives free or reduced lunch. The student mobility rate is six, and the annual student attendance rate is ninety-eight percent. Discipline infractions for the 2005 - 2006 school year consisted of thirty-nine Group I violations, thirteen Group II violations, zero Group III violations, one Group IV violation, zero Group V violations, and one Group VI violation.

Every member of the instructional staff is certified. Student-to-teacher ratios are at or below the State of Florida's requirements. The faculty of sixty-nine professionals is comprised of ten males and fifty-nine females. Of the sixty-nine faculty members, two have Doctoral degrees, four have Specialist's degrees, thirty six have Master's degrees, and seventeen are National Board Certified Teachers (NBCT). There are four beginning teachers on the staff. The ethnic composition of the faculty members is as follows: twenty-seven Caucasians, thirty-five Hispanics, six African-Americans, and one Hindu American. Overall, forty-six faculty members have at least ten years of experience in teaching (sixteen faculty members have over twenty years of teaching experience), and twenty of the faculty members have been at G. W. Carver Middle School for over ten years. Percent of instructional staff attendance was ninety-six percent.

School Foundation

Leadership:

According to the District's Organizational Performance Self Assessment Survey, the school's leadership earned an overall high rating of 4.3 on a five-point scale. The strongest section in the area of Leadership was the knowledge of the organizations's mission, reflected in a 4.7 item score. The weakest section was item 1g (My work location asks me what I think.) reflected in a 3.5 score. The survey reflected that staff members knew the school's mission and values and were guided by these when fulfilling professional responsibilities. Staff rated the working environment as very supportive and positive. The principal in conjunction with EESAC and the Curriculum Council will use consensus management to improve student achievement.

District Strategic Planning Alignment:

According to the District's Organizational Performance Self Assessment Survey, the staff rated the school's strategic planning a 4.0 on a five-point scale. Sections 2b and 2c earned a high score of 4.2, indicating that stakeholders knew the organization's plans, how the plans affected their work, and if they were making progress towards the group's plan. The weakest section was item 2a, with a score of 3.6, reflecting stakeholder's perception regarding their input on future plans. Overall the survey reflected that the school's staff worked collaboratively and cooperatively at meeting the school's goals and objectives. Individual members were aware how their contributions affected the final product. The principal, in conjunction with EESAC and the Curriculum Council, will optimize opportunities for faculty and staff input regarding future plans.

Stakeholder Engagement:

According to the District's Organizational Performance Self Assessment Survey, a 4.2 rating on a five-point scale reflected that the staff knew who their customers were, and knew what the customer needs and wants were. The strongest section in the area of Customer and Market Focus was 3a, indicating that faculty and staff members knew who their customers were, reflected in a 4.5 item score. The weakest sections were items 3d and 3e, faculty and staff members inquiring whether their customers were satisfied with their work and if they were permitted to make decisions to solve problems for customers, reflected in 4.0 scores. Although items 3d and 3e earned the lower scores in this category, the scores were high scores. The staff responses showed that employees were empowered to solve problems for their customers.

Faculty & Staff:

According to the District's Organizational Performance Self Assessment Survey, the faculty and staff rated the school a 4.2 on a five-point scale in the Human Resource Focus section. The strongest section in the area of Human Resource Focus was the perception of having a safe workplace, reflected in a 4.5 item score. The weakest section was item 5d, being recognized for one's work, reflected in a 3.9 score. Overall, the survey reflected that faculty and staff felt that they cooperate and work as a team. Individuals perceived that they were recognized for their work and were encouraged to seek advancement in their career.

Data/Information/Knowledge Management:

According to the District's Organizational Performance Self Assessment Survey, the faculty and staff rated the

school a 4.4 on a five-point scale in the Measurement, Analysis, and Knowledge Management section. The strongest section in the area of Measurement, Analysis, and Knowledge Management was 4b, faculty's and staff's knowledge in analyzing the quality of their work, reflected in a 4.6 item score. The weakest section was item 4f, receiving information on how the work location is doing, reflected in a 4.2 score. Faculty and staff have been intricately involved in the use and sharing of student assessment and achievement data. The teachers have developed regular quarterly assessments to complement District assessments to measure student progress towards mastery of the Sunshine State Standards and grade level expectations. Once the data is disaggregated and reviewed, faculty members review teacher plans and student work to ensure alignment of activities to expected outcomes and make necessary instructional changes based on these analyses.

Education Design:

The District's Organizational Performance Self Assessment Survey indicates that faculty and staff rated Measurement, Analysis, and Knowledge Management as the highest category with an average score of 4.4 out of 5.0. The lowest category was Strategic Planning, with an average score of 4.0 of 5.0. The scores on the District's Organizational Performance Self Assessment Survey reflected that the educational design at this school was highly effective in producing a high quality and satisfying working environment.

Performance Results:

The faculty and staff rated the school high in all categories of the District's Organizational Performance Self Assessment Survey, with no average category scores lower than 4.0 out of 5.0. The weakest item score in the survey was 7c, with a score of 3.5, reflecting stakeholder's perception regarding their knowledge of the financial business of the organization. Overall, the survey indicated that faculty and staff perceived their working environment as highly successful, mirroring the students' high FCAT scores.

Due to the school's unique magnet programs, advanced foreign language instruction, and academic rigor, the student population remains constant throughout the school year with few students withdrawing or entering during the school year. High parent involvement, a proactive faculty, and veteran staff have been instrumental in maintaining the safe learning environment. As recorded in the Miami-Dade County Public School's Student Case Management System, the school had a very low number of referrals due to discipline related infractions. Discipline infractions for the 2005 - 2006 school year consisted of thirty-nine Group I violations, thirteen Group II violations, zero Group III violations, one Group IV violation, zero Group V violations, and one Group VI violation. This positive outcome was also reflected in the school's 2006 climate survey where ninety percent of parents rated the school as safe and secure.

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:

All students will achieve high levels in reading and be well prepared for an advanced curriculum at the high school level.

Needs Assessment

Ninety-five percent of students met high standards in reading on the 2006 FCAT Reading Test. Eighty percent made leaning gains and eighty-nine percent of lowest quartile made adequate progress. The analysis of student performance on the 2006 FCAT Reading Test indicated that the weakest content clusters were in Reference/Research. Average score of students in grade six was seventy-five percent. Average score of students in grades seven and eight was seventy-eight percent. Nine percent of students in grade eight scored Level 1 or 2. The strongest content clusters were in Comparisons. Average score of students in grade six was eighty-two percent. Average score of students in grade seven was eighty-nine percent. Average score of students in grade eight was eighty-eight percent. Based on these results, stakeholders agree that stronger student achievement patterns are essential.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on Sunshine State Standards, students will increase their reading skills as evidenced by one hundred percent of Black students, one hundred percent of Hispanic students, and ninety-five percent of White students scoring at or above the State mastery level on the March 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement timed readings with FCAT style responses in science, social studies, gifted, music, journalism, speech and debate, art, and physical education classes.	Principal Asst. Principal L.A. Dept. Chair Science Dept. Chair S.S. Dept. Chair Elective Dept. Chair	08-14-2006	05-30-2007	District-wide literacy plan	\$0.00
Celebrate various book holidays such as "Banned Book Week", "Teen Reading Week", National Read Aloud Day, and Dr. Seuss' Birthday in March.	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	District-wide literacy plan	\$0.00
Provide motivational activities for Reading students such as breakfast with an author, special VIP status in the Media Center, and incentives for reading.	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	District-wide literacy plan	\$0.00
Emphasize more lengthy informational tests in the Reading classes.	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	District-wide literacy plan	\$0.00
Provide advanced language arts curriculum infusing Advanced Placement reading and analytical strategies to all students.	Principal Asst. Principal L. A. Dept. Chair	08-14-2006	05-30-2007	Continuous Improvement Model	\$0.00
Provide "Reading Rx" prescriptions to parents of students enrolled in Reading classes to support home learning activities.	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Enroll Level 1 and Level 2 students who did not meet the State requirement on the 2006 FCAT Reading Test last year into intensive reading classes.	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	District-wide literacy plan	\$14286.00
Create a Literacy Team whose members share reading strategies and resources with their respective departments on an ongoing basis.	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	Continuous Improvement Model	\$2000.00
Chronologically align instruction to District focus calendar so that all tested State standards are taught prior to FCAT administration in order to improve all	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	District-wide literacy plan	\$0.00

students' performance on tested strands.					
Provide marathon reading opportunities for all students so that students are able to maintain reading stamina.	Principal Asst. Principal L. A. Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$0.00

Research-Based Programs

The school's language arts program is driven by the Prentice Hall grammar, writing, and literature language arts series, as well as a literature-based curriculum utilizing high quality literary works. The Intensive Reading classes utilize Read XL.

Professional Development

In order to promote instructional change, professional development activities have been structured to provide collaborative feedback processes, wherein new instructional methods are evaluated by teachers after implementation through an in-house Literacy Team. Additional professional development opportunities include CRISS training, Reading Across the Curriculum, District workshops, and a yearlong, in-house, brain research course.

Evaluation

Scores on the FCAT Reading Test administered in March 2007 will evaluate this objective. Intermediate progress tests will consist of District Reading Interim Assessments to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans and PACES observations.

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:

All students will achieve high levels in mathematics and be well prepared for an advanced curriculum at the high school level.

Needs Assessment

Ninety-eight percent of students met high standards in mathematics on the 2006 FCAT Mathematics Test and eighty-nine percent made leaning gains. The analysis of student performance on the 2006 FCAT Mathematics Test indicated that the weakest content clusters were in Data Analysis (fifty-six percent) in grade six, Measurement, Algebraic Thinking, and Data Analysis (seventy-eight percent) in grade seven, and Geometry (eighty-three percent) in grade eight. Additionally, nine percent of students in grade eight scored Level 1 or 2. The strongest content clusters were in Number Sense, Measurement, and Geometry (seventy-eight percent) in grade six, Number Sense (eighty-nine percent) in grade seven, and Number Sense, Algebraic Thinking, and Data Analysis (eighty-three percent) in grade eight. Based on these results of the 2006 FCAT Mathematics Test, stakeholders agree that stronger student achievement patterns are essential.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on Sunshine State Standards, students will increase their mathematics skills as evidenced by one hundred percent of students scoring at or above the State mastery level on the March 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide advanced mathematics curriculum for all students.	Principal Asst. Principal Math Dept. Chair	08-14-2006	05-30-2007	Continuous Improvement Model	\$0.00
Plan collaboratively with Science Department so that skills can be reinforced across subject areas.	Principal Asst. Principal Math Dept. Chair Science Dept. Chair	08-14-2005	05-30-2007	Small Learning Communities	\$0.00
Incorporate technology into instruction to reinforce the State benchmarks.	Principal Asst. Principal Math Dept. Chair	08-14-2006	05-30-2007	Continuous Improvement Model	\$0.00
Enroll students who did not meet the State requirement on the 2006 FCAT Mathematics Test in an additional mathematics class and/or tutoring.	Principal Asst. Principal Math Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$9524.00
Chronologically align instruction to District focus calendar so that all tested State standards are taught prior to FCAT administration in order to improve all students' performance on tested strands.	Principal Asst. Principal Math Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$0.00

Research-Based Programs

The Glencoe McGraw Hill mathematics series is utilized in the mathematics classes.

Professional Development

An in-house mathematics workshop will be provided for all mathematics teachers during professional service time using strategies for small classes. Additional professional development opportunities include CRISS training, District workshops, and a yearlong, in-house, brain research course.

Evaluation

Scores on the FCAT Mathematics Test administered in March 2007 will be analyzed to evaluate this objective. District Mathematics Interim Assessments will be administered in October/November 2006 and January 2007 to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans and PACES observations.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will achieve high levels in writing and be well prepared for an advanced curriculum at the high school level.

Needs Assessment

One hundred percent of students met high standards in writing on the 2006 FCAT Writing+ Test. However, only seven percent of the students in grade eight scored Level 6. Based on these results stakeholders agree that stronger student achievement patterns are essential.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on Sunshine State Standards, students in grade eight will increase their writing skills as evidenced by one hundred percent of students scoring at or above the State mastery level on the March 2007 FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide advanced writing curriculum for all students infusing Advanced Placement writing and analytical strategies.	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	Continuous Improvement Model	\$0.00
Emphasize FCAT type writing activities throughout the year in the speech and debate, journalism, gifted, foreign language, science, social studies, mathematics, and elective classes.	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	District-wide literacy plan	\$0.00
Instruct students on how FCAT writing essays are scored by exposing them to the FCAT Writing rubric resulting in teacher, self, and peer assessments of student work samples.	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	District-wide literacy plan	\$0.00
Implement writing using technology through the Humanities and Communication classes offered through the French, German, and Spanish departments.	Principal Asst. Principal Technology Teacher Spa. Dept. Chair French Dept. Chair Ger. Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Implement the Word Crafting document which distributes the teaching of various grammar components over sixth, seventh, and eighth grade.	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Establish an exclusive Perfect 6 club with a pinning ceremony—Sensational Sixers.	Principal Asst. Principal L.A. Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$200.00

Research-Based Programs

The Prentice Hall grammar, writing, and literature language arts series is utilized in language arts classes.

Professional Development

Conduct in-service on FCAT writing across the curriculum with FCAT type prompts for all new faculty members. Additionally, professional development opportunities include in-house Literacy Team workshops, District workshops, and a yearlong, in-house, brain research course.

Evaluation

Scores on the FCAT Writing+ Test administered in February 2007 will be analyzed to evaluate this objective. Intermediate progress tests will be administered September 2006, and December 2006 to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans and PACES observations.

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

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 4 STATEMENT:

All students will achieve high levels in science and be well prepared for an advanced curriculum at the high school level.

Needs Assessment

Based on the results of the 2006 FCAT Science test, eighty percent of grade eight students scored Level 3 or higher. The analysis of student performance on the 2006 FCAT Science Test indicated that the weakest content cluster was Scientific Thinking (seventy-one percent). The strongest content clusters were in Earth/Space and Life/Environmental (seventy-seven percent). Stakeholders agree that stronger student achievement patterns are essential.

Measurable Objective

Given instruction based on Sunshine State Standards, students in grade eight will improve their science skills as evidenced by one hundred percent of students scoring Level 3 or higher on the March 2007 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide advanced science curriculum for all students.	Principal Asst. Principal Science Dept. Chair	08-14-2006	05-30-2007	Continuous Improvement Model	\$0.00
Practice designing and identifying the necessary components which make up an experimental design using the "Students and Research, Practical Strategies for Science Classrooms and Competitions" by Cothron.	Principal Asst. Principal Science Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Explore school-to-career pathways in science classes for grades six through eight.	Principal Asst. Principal Science Dept. Chair Career Specialist	08-14-2006	05-30-2007	School-to-Career	\$0.00
Provide tutoring to students in grade eight who score lower than a C on the quarterly exam. Give extra practice questions during homeroom tutoring to students who fail to demonstrate mastery of each benchmark.	Principal Asst. Principal Science Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Administer schoolwide quarterly exams to assess student understanding and if necessary, adjust instruction.	Principal Asst. Principal Science Dept. Chair	08-14-2006	05-30-2007	Continuous Improvement Model	\$0.00
Begin science classes with a math/science warm-up problem on a weekly basis with an emphasis on physical/chemical science questions and most frequently tested benchmarks in grades six through eight.	Principal Asst. Principal Science Dept. Chair Math Dept. Chair	08-14-2006	05-30-2007	Small Learning Communities	\$0.00
Conduct bi-weekly investigations, which focus on various aspects of the experimental design model in grades six through eight.	Principal Asst. Principal Science Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Include performance-task questions on all quizzes in grades six through eight.	Principal Asst. Principal Science Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$0.00

Research-Based Programs

The Glencoe McGraw-Hill, Prentice Hall, Holt, Reinhart science series are used in science classes.

Professional Development

A workshop will be conducted for science teachers on the implementation of technology resources in the new textbooks. Additional professional development opportunities include CRISS training, District workshops, and a yearlong, in-house, brain research course.

Evaluation

Scores on the FCAT Science Test administered in March 2007 will be analyzed to evaluate this objective. Intermediate progress tests will be administered in October 2006, and December 2006 to monitor progress toward the objective. Additionally, implementation of strategies will be monitored through lesson plans and PACES observations.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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 5 STATEMENT:

All parents should be highly involved in their child's education through school-parent collaboration and volunteer activities to foster academic achievement.

Needs Assessment

Ninety percent of parents agree that the school's overall climate is positive and helps their child learn according to the 2005-2006 School Climate Survey. Current research indicates that parent involvement has a positive impact on student achievement. Parents have requested workshops on study skills and the opportunity to be integrally involved in home/school connections. The best results come from a continuous, long-lasting communication with parents. Records indicate that for the 2005-2006 school year seventeen percent of parents attended one or more workshops or meetings. Therefore, it is essential that parent workshops continue throughout the school year covering a variety of topics.

Measurable Objective

Given the implementation of the school's parental involvement plan, ten parent meetings will be offered for the 2006-2007 school year, to increase participation by three percent, as evidenced by twenty percent of parents attending one or more workshops or meetings.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct two parent orientation meetings for incoming sixth grade students.	Principal Asst. Principals Lead Teacher	08-14-2006	05-30-2007	Community Partnerships	\$0.00
Conduct two Parent Resource Fairs where parents may gather essential information to start the new school year.	Principal Asst. Principals Lead Teacher	08-14-2006	05-30-2007	Community Partnerships	\$0.00
Maintain a Parent Resource Center in the Attendance Office.	Principal Asst. Principals Lead Teacher	08-14-2006	05-30-2007	Community Partnerships	\$0.00
Conduct a parent workshop on reading strategies to provide parents with the skills and understanding to help their children become better readers.	Principal Asst. Principals L. A. Dept. Chair	08-14-2006	05-30-2007	Community Partnerships	\$156.00
Conduct two parent workshops on science projects so parents may better understand and assist their child with this process.	Principal Asst. Principals Science Dept. Chair	08-14-2006	05-30-2007	Community Partnerships	\$234.00
Conduct a parent workshop on FCAT Writing skills so parents may better understand and assist their child with the writing process.	Principal Asst. Principals L.A. Dept. Chair	08-14-2006	05-30-2007	Community Partnerships	\$156.00
Conduct three parent workshops for parents of sixth grade students on organizational/study skills.	Principal Asst. Principals Lead Teacher Student Ser. Dept. Chair	08-14-2006	05-30-2007	Community Partnerships	\$156.00
Conduct a parent workshop on FCAT Mathematics skills so parents may better understand and assist their child with mathematics.	Principal Asst. Principals Mathematics Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$156.00

Research-Based Programs

National Standards for Parent/Family Involvement Programs will be utilized.

Professional Development

Organize and conduct a variety of workshops/parent meetings based on the needs and interests of the school's families. Raise awareness within the faculty and staff of the school's commitment to customer service through in-house training sessions.

Evaluation

This objective will be evaluated by keeping records in the form of flyers, invitations, sign-in sheets, and agendas of each workshop/parent meeting offered throughout the year.

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"/>

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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 6 STATEMENT:

All students will comply with the M-DCPS Student Code of Conduct in order to promote and maintain a safe learning environment. Additionally, students will participate in on-going activities that focus on the nine core values of the District's Character Education Program.

Needs Assessment

An informal survey demonstrated that seventy percent of the faculty expressed a need for the implementation of the District's Character Education Program. The District's Character Education Program in conjunction with the M-DCPS Student Code of Conduct will be essential in promoting academic excellence amongst the students for the 2006-2007 school year.

Measurable Objective

Given the implementation of the school's safety and discipline plan and the District's Character Education Program, students will participate in a minimum of two activities for each of the nine core character values during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Address issues of teasing and bullying through counseling sessions during each homeroom.	Principal Asst. Principal Asst. Principal Student Services Chair	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Provide and review the G. W. Carver Middle School agenda that outlines school conduct expectations with each student.	Principal Asst. Principal	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Incorporate the nine core values of the Character Education Program across the curriculum.	Principal Asst. Principal Dept. Chair	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Provide and review, with each student, the M-DCPS Student Code of Conduct.	Principal Asst. Principal	08-14-2006	05-30-2007	District Strategic Plan	\$250.00
Conduct opening of school orientation meetings with parents and students addressing student behavior standards and expectations.	Principal Asst. Principal Asst. Principal Lead Teacher	08-14-2006	05-30-2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable.

Professional Development

Organize and provide necessary in-service related to promoting and maintaining a safe learning environment and the District's Character Education Program.

Evaluation

The evaluation component will be a review of student work. Students will have a minimum of two work samples related to each of the nine core values of the Character Education Program for the 2006-2007 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

All students will master necessary technological skills to ensure future success.

Needs Assessment

2005 STaR School Profile demonstrated that more than seventy-five percent of faculty used technology as a method for delivery of instruction and embedded technology in their daily instruction. Current research indicates that application of technology has a positive impact on student achievement and motivation. Stakeholders have requested opportunities to learn more about the ways in which technology can further enhance learning for all.

Measurable Objective

Given the implementation of the school's technology plan, all students will demonstrate technological skills by completing two technology-related projects in a content area course during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with opportunities to troubleshoot common hardware and software problems.	Principal Asst. Principal Technology Teacher Technology Specialist	08-14-2006	05-30-2007	School-to-Career	\$0.00
Assign students to research information related to content areas using the Internet.	Principal Asst. Principal Technology Teacher	08-14-2006	05-30-2007	School-to-Career	\$0.00
Assign students to create a spreadsheet to perform automatic calculations and to create graphs.	Principal Asst. Principal Technology Teacher	08-14-2006	05-30-2007	School-to-Career	\$0.00
Assign students to create a multimedia presentation infusing text, audio, and graphics.	Principal Asst. Principal Technology Teacher	08-14-2006	05-30-2007	School-to-Career	\$0.00
Assign students to create a word processing document, which includes a table, in a content area.	Principal Asst. Principal Technology Teacher	08-14-2006	05-30-2007	School-to-Career	\$0.00

Research-Based Programs

Not applicable.

Professional Development

Organize and conduct a variety of trainings based on the needs of students, faculty, and staff. Additionally, familiarize teachers and students with the Atomic Learning website providing students, teachers, and parents continuous access to online technology tutorials.

Evaluation

This objective will be evaluated by student projects, as demonstrated by students completing two technology-related projects, in a content area course, during the 2006-2007 school year. Additionally, implementation of strategies will be monitored through lesson plans and classroom observations.

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"/>

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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:

Students will develop an appropriate level of health as it relates to physical fitness.

Needs Assessment

The FITNESSGRAM results for the 2005-2006 school year indicate that seventy-seven percent of students tested were award winners.

Current research indicates that involvement in a physical fitness program has a positive impact on student achievement.

Measurable Objective

Given implementation of the FITNESSGRAM program, seventy-eight percent of students enrolled in Physical Education will achieve a passing score on the FITNESSGRAM assessment as evidenced by student performance scores recorded in March 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create class fitness plans.	Principal Asst. Principal Physical Education Teachers	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Implement stretching routine.	Principal Asst. Principal Physical Education Teachers	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Implement strength training routine.	Principal Asst. Principal Physical Education Teachers	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Implement muscular endurance routine.	Principal Asst. Principal Physical Education Teachers	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Implement cardiovascular exercise routine.	Principal Asst. Principal Physical Education Teachers	08-14-2006	05-30-2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable.

Professional Development

Review District information on FITNESSGRAM program.

Evaluation

Seventy-eight percent of students enrolled in Physical Education will demonstrate passing scores on FITNESSGRAM assessment.

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"/>

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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:

Students will have increased time to participate in school clubs.

Needs Assessment

The school has scheduled club time during homeroom Fridays. During the 2005-2006 school year students were only able to participate approximately one hour a month in their selected clubs. For the 2006-2007 school year students will only join one club, but this club will meet weekly, providing students a richer club experience. Students will have the opportunity to spend up to two hours a month in their club.

Measurable Objective

Given student interest, the amount of time that students spend in their club will increase by thirty percent for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote club participation through advertisement.	Principal Lead Teacher Resource Teacher	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Identify club sponsors based on staff interest.	Principal Lead Teacher	08-14-2006	05-30-2007	District Strategic Plan	\$11520.00
Compile student interest survey results.	Principal Asst. Principals Lead Teacher	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Conduct club fairs.	Principal Asst. Principals Lead Teacher	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Schedule club meetings for Fridays.	Principal Asst. Principals Lead Teacher	08-14-2006	05-30-2007	District Strategic Plan	\$0.00

Research-Based Programs

Not applicable.

Professional Development

Training will be provided for new club sponsors related to club sponsor responsibilities.

Evaluation

The evaluation component will consist of sign-in sheets, agendas, and club minutes.

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"/>

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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:

School will provide for an efficient use of funds to promote maximum student achievement.

Needs Assessment

The school has been rated an "A" by the State of Florida for the past five years. However, needs have been established based on data provided by the State related to expenditure per pupil.

Measurable Objective

Given continuation of present expenditure per pupil ratio, students scoring at FCAT Level 1 or Level 2 in Reading and Mathematics will remain the same or decrease as evidenced by scores on the March 2007 FCAT Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Prepare annual budget expenditures.	Principal	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Reduce class size for targeted populations.	Principal Asst. Principal	08-14-2006	05-30-2007	District Strategic Plan	\$0.00
Hire hourly personnel for supplemental classes.	Principal	08-14-2006	05-30-2007	District Strategic Plan	\$29000.00
Provide professional development and coaching for faculty based on student needs.	Principal Asst. Principal	08-14-2006	05-30-2007	Mentoring Opportunities	\$10000.00
Provide supplementary materials for remediation.	Principal Asst. Principals Lead Teacher	08-14-2006	05-30-2007	District Strategic Plan	\$3000.00

Research-Based Programs

Not applicable.

Professional Development

Provide opportunities for faculty and staff to understand the school budgeting process.

Evaluation

Scores on the FCAT Reading and Mathematics Tests administered in March 2007 will evaluate this objective.

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 EESAC approved that this year's funds would be expended on instructional technology.

Training:

The EESAC recommended that the staff development plan be continued.

Instructional Materials:

The EESAC approved the budget for the purchase of instructional technology.

Technology:

The EESAC approved the budget to allow for the purchase of instructional technology.

Staffing:

The EESAC was invited to provide names as staffing needs arose.

Student Support Services:

The EESAC recommended that Student Services continue to provide services as needed.

Other Matters of Resource Allocation:

The EESAC reviewed and commented on resource allocation relative to teaching materials.

Benchmarking:

The EESAC reviewed and commented on the assessment results.

School Safety & Discipline:

The EESAC reviewed and commented on the school safety and discipline plan.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$16,286.00
Goal 2: Mathematics	\$9,524.00
Goal 3: Writing	\$200.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$858.00
Goal 6: Discipline & Safety	\$250.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$11,520.00
Goal 10: Return On Investment	\$42,000.00
<hr/>	
Total:	\$80,638.00

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