
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6121 - Rubén Darío Middle School

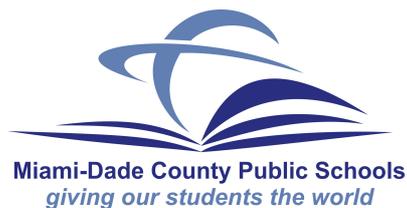
FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Barbara Mendizabal

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Rubén Darío Middle School

The administration, faculty, and staff of Ruben Dario Middle Community School has reaffirmed our commitment to high standards and the delivery of quality educational services. We will continue to implement programs and support systems which will provide many opportunities for our students to achieve academic success.

Ruben Dario Middle Community School is located in unincorporated Miami-Dade County at 350 N.W. 97th Avenue. The school campus includes a 164,552 square-foot building of 64 classrooms, three computer laboratories, and a graphics technology laboratory, located on 12 acres of land. The student body is composed of approximately 950 students of varying ethnic, economic, and social backgrounds. Ruben Dario Middle Community School offers a rigorous standards-based curriculum that includes Extended Foreign Language and Aerospace Science Magnet programs, gifted, learning disabled, emotionally handicapped, severely emotionally disturbed, and English Speakers of Other Language, (ESOL) courses. Our gifted program, innovative inclusion model, and individualized instructional support for targeted students, have been incorporated into our curriculum to further meet the needs and challenges of the unique population that Ruben Dario Middle Community School serves.

Given instruction using the Sunshine State Standards, students in grades six through eight will increase by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

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

Given instruction using the Sunshine State Standards, students in grades six through eight will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

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

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing performance as evidenced by 93 percent of the students achieving the state required mastery level of 3.5 on the 2007 FCAT Writing assessment.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, Ruben Dario Middle Community School will demonstrate a five percent increase in the number of parents involved in workshops, Open House, Title I monthly seminars, PTSA and EESAC meetings, and other school activities, as evidenced by comparing the attendance rosters for the 2005-2006 and 2006-2007 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the utilization of the electronic gradebook program, teachers will increase their knowledge and implementation of the reports component of the Excelsior Electronic Gradebook program as evidenced by a 10 percent increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Given emphasis on the importance of health and well-being in the physical and social development of students, the number of students taking advantage of the school clinic services will increase by ten percent during the 2006-2007 school year, as compared to the 2005-2006 school year.

Given emphasis on the benefits of students participating in enrichment activities, the number of students participating in enrichment activities will increase by ten percent during the 2006-2007 school year, as compared to the 2005-2006 school year.

Ruben Dario Middle Community School will improve its ranking on the State of Florida ROI index publication from the 20th percentile to the 21st percentile on the next publication of the index.

After careful review and reflection of the results of the Organizational Performance Improvement Snapshot, the areas of Education Design and District Strategic Planning Alignment will be targeted for improvement measures. The score in the area of Education Design is 4.2 which may indicate that there is some concern among the staff members regarding the resources and processes that they feel are essential for them to effectively complete their tasks. One of these areas is computer technology, and training in the gradebook program and other computer programs such as, Reading Plus, Classworks, Riverdeep, Cognitive Tutor, etc. Additional desktop computers, as well as, a portable laptop computer laboratory have been ordered to provide more computer stations for students to take advantage of these programs. Also, training in utilizing gradebooks reports, and other components of the gradebook programs will be made available to the faculty throughout the school year. The score in the area of District Strategic Planning Alignment was 4.0 which indicates that some of the staff members would like to provide more input into the development of school goals and objectives, and to some extent, they would like greater clarification of the relationship between their job and the objectives of the school. The average scores in both of these areas have increased from last year's score, but additional attention must be made in these areas. After the final results of this survey have been tallied, members of the leadership team will review the results and recommend a plan of action to target areas of need.

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.

Rubén Darío Middle School

VISION

The vision of Ruben Dario Middle Community School is to provide students with a safe, structured learning environment where they are provided with active and challenging learning activities in all academic areas.

MISSION

The mission of Ruben Dario Middle Community School is to educate all students in a safe, respectful, and disciplined culturally-diverse environment. Clear communication and challenging curriculum will empower students to become life-long learners and productive citizens in a world of work and technology.

CORE VALUES

At Ruben Dario Middle Community School, we strive to pursue high achievement standards, and promote character-building skills that produce compassionate, honest, responsible, citizens. We endeavor to develop meaningful relationships with our community stakeholders to support the academic and social welfare of our students.

School Demographics

The administration, faculty, and staff of Ruben Dario Middle Community School serve a diverse population of students consisting of 88 percent Hispanic, 2.3 percent White, seven percent African-American, and two percent other ethnicities. These students experience many challenges on a daily basis. Many come from homes where multiple families share a single dwelling, and some students are recent immigrants to the United States and are learning basic literacy skills. Many parents have second jobs to supplement their household incomes in order to meet the economic demands of supporting a family. These issues present our school with the challenges of teaching our students basic skills in reading, writing, mathematics, and social development. These challenges reinforce our commitment to student achievement as we believe that our children can overcome these challenges, and will be able to take advantage of the many opportunities available to them in their new country. Accordingly, Ruben Dario qualifies for Title I funding because of the economic status of our students. The school depends on these funds to support many of our academic and enrichment programs, activities to promote parental involvement, additional after-school tutorial programs, supplemental academic materials, and access to social services. Our Community Involvement Specialist is responsible for visiting homes of students with excessive absences, coordinating parent information meetings through the Title I program, meeting with students, and serving as a liaison between the community and school. Parent meetings are held on a monthly basis in Spanish and English to provide parents with a variety of guest speakers. The speakers discuss topics of interest to parents such as, parent/school partnerships, homework assistance, reading guidance, importance of parental involvement, progress and grade reporting, etc., all in support of the student's educational process.

Ruben Dario's leadership team is comprised of one principal, two assistant principals, and one assistant principal for Community Education. The faculty is comprised of forty-five certified teachers, eight Special Education teachers, two counselors, one Trust Counselor, one Career Specialist, one Media Specialist, three paraprofessionals, nine full-time clerks, two part-time clerks, seven full-time custodians, two part-time custodians, one cafeteria manager, eleven part-time cafeteria workers, one Title I Reading Leader, one Title I Community Involvement Specialists, one Home Language Assistance teacher, four security monitors, and one Technology Support Coordinator. The staff's ethnic composition is predominantly Hispanic, with 17 percent White, non-Hispanic, 11 percent Black, non-Hispanic, and four percent multi-ethnic. The bargaining units for the school employees are United Teachers of Dade (UTD), and AFSCME.

Ruben Dario Middle Community School provides education opportunities to adults through its Adult Education Program in the evenings. The community school operates four evenings a week with programs that include English courses, computer classes, and Graduate Equivalency Diploma (GED). Many of our students' parents take advantage of the Adult Education Program. Ruben Dario Middle Community School utilizes grant funds from the South Florida After-School All-Stars Middle School enrichment program to provide after-school tutoring in mathematics and reading from 3:40 p.m. to 5:40 p.m. Students are given the opportunity to receive tutoring in mathematics and language arts, and participate in enrichment and cultural enhancement courses.

Our ever-expanding commitment to student achievement also includes student health services. Jackson Memorial Hospital has generously provided the school with a full-time Registered Nurse, Social Worker and team of Health Care providers who provide health and health education services to all of our students, regardless of economic need or insurance. The nurse provides immunization injections, first aid, and lectures to classes on health topics. She is also available to staff members in cases of emergencies. The Social Worker is available to provide students with counseling and social services. The Health Care providers share healthy lifestyle curriculum, including information on proper diet, exercise, and good health choices, to all students.

School Foundation

Leadership:

Staff members indicated by a score of 4.3 out of a possible 5.0 on the OPIS Survey, that they are satisfied with the direction provided by the leadership team. Other staff members indicated that the work location did not seek their opinion in the decision-making process.

District Strategic Planning Alignment:

Staff members indicated by a score of 4.0 out of a possible 5.0 on the OPIS Survey, that they would like to have more input in the goals and objectives set for the school. These staff members indicated that they feel a lack of involvement in strategic planning.

Stakeholder Engagement:

Staff members indicated by a score of 4.3 out of a possible 5.0 on the OPIS Survey, that they are satisfied with the level of service delivered to their customers. These staff members indicated uncertainty with respect to the organization's satisfaction or dissatisfaction with their work.

Faculty & Staff:

Staff members indicated by a score of 4.2 out of a possible 5.0 on the OPIS Survey, that they are satisfied with their work environment. This score indicates that staff members feel uncertainty as to how the work location plans affect their work.

Data/Information/Knowledge Management:

Staff members indicated by a score of 4.4 out of a possible 5.0 on the OPIS Survey, that they are satisfied with their level of knowledge of assessment data. This score indicates that staff members feel that they do not get the information needed to know how the work location is doing.

Education Design:

Staff members indicated by a score of 4.2 out of a possible 5.0 on the OPIS Survey, that they are satisfied with their ability to effectively perform their duties. This score also indicates that staff members feel that they can not obtain all of the resources required to do their jobs.

Performance Results:

Staff members indicated by a score of 4.2 out of a possible 5.0 on the OPIS Survey, that they are satisfied with the quality of program delivery and organizational standards at this school. This score also indicates that staff members do not know how well their work location is doing financially.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Ruben Dario Middle Community School is committed to selecting the most qualified teachers available. To attract highly qualified teachers, the school participates in student teaching programs with local colleges and universities, attends teacher fairs, positively promotes the school in the community, and thoroughly screens potential applicants. To retain our new teachers, we have developed a beginning teacher program that provides support, mentorship, and collegial, collaborative learning opportunities to assist new faculty members in their professional development. Experienced teachers on the faculty are encouraged to seek National Certification and become certified in Clinical Supervision and mentorship programs.

• Highly Qualified, Certified Administrators:

Ruben Dario Middle Community School's leadership team consists of the principal, Barbara A. Mendizabal, who has a Bachelor's Degree in English Literature, Master's Degree in English Education, and a Specialist's Degree in Educational Leadership and 15 years experience in the field of education. As an administrator, Ms. Mendizabal has implemented several programs and initiatives to increase student achievement such as, an FCAT Action Plan, a process-writing program, and has facilitated professional development activities for content area and elective teachers to support the teaching of the Sunshine State Standards. She has also implemented tutorial programs, and offered intensive classes to low-performing students.

Mr. James Powers, an Assistant Principal, has a Bachelor's Degree in History and a Master's Degree in Educational Leadership and has 18 years of experience in the education field. Mr. Powers has worked at low-performing schools throughout his education career. In his leadership positions as department chairperson, team leader, and assistant principal, he has supported and facilitated tutorial and skills-building programs for low-achieving students.

Ms. Wandarece Ruan, an Assistant Principal, holds a Bachelor's Degree in English Literature and a Master's Degree in TESOL and has 16 years of experience in education. Her experience with low-performing students includes serving as team leader, department chairperson, and reading leader in students-at-risk programs. As an administrator at a state-monitored school, Ms. Ruan developed programs specifically aimed at raising the achievement level of low-performing students, and increasing the graduation rate of the high school students.

• Teacher Mentoring:

Beginning teachers participate in a Beginning Teacher Program which includes monthly informational meetings that address all aspects of classroom instruction, including classroom management, lesson planning, recordkeeping, parent conferencing, assessments, etc. These teachers are assigned professional growth teams to guide them through the instructional components necessary for them to become effective teachers. There are also school-site mentors to provide support and guidance on a regular basis.

• School Advisory Council:

The Educational Excellence School Advisory Council recommends that all instructional personnel continue to participate in professional growth activities, receive training in best practices for secondary schools, assessment analysis, and differentiated instruction. The EESAC supports the technology training necessary to ensure that our instructional personnel is knowledgeable of the latest educational trends and computer-assisted programs utilized in classrooms.

• **Extended Learning Opportunities**

Early Bird Tutoring classes are offered for ESOL and ESE students to provide them with additional instruction in the Sunshine State Standards. Intensive mathematics classes are offered to all students who scored at Level 1 on the 2006 FCAT test in mathematics. Reading and mathematics skills-building classes are also offered during our after-school and Saturday Academy programs for students not meeting high standards in reading and mathematics on the FCAT. Pull-out tutoring in reading and mathematics is available to LEP and SWD students, and also to those students who scored 30 points from Levels 3 or 4 on the 2006 FCAT test in reading and mathematics.

• **School Wide Improvement Model**

Rubén Darío Middle Community School utilizes the Plan-Do-Study-Act Model of continuous improvement to increase student achievement. Teachers use instructional focus calendars, district scope and sequences, and assessment results to determine the instructional focus, analyze assessment data, reinforce teaching and learning, and monitor progress. Teachers meet in their departments on a weekly basis to plan collaboratively, review elements of the focus calendar and make revisions and additions as needed.

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 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 type="checkbox"/>

GOAL 1 STATEMENT:

All students will master the skills necessary to exceed the state proficiency standards in reading.

Needs Assessment

An analysis of the data reveals that 65 percent of students in grades six through eight are meeting high standards in reading. Further breakdown of the reading clusters shows that students in grade six increased performance in all benchmark clusters ranging from a five percent increase in main idea/author's purpose to a nine percent increase in comparison/contrast. Likewise, the seventh grade data demonstrated marked improvement in all the benchmarks, with a gain of 17 percent in the comparison and reference clusters. Finally, eighth grade students improved in the word/phrases cluster, demonstrating a gain of ten percent and a nine percent gain in the main idea/purpose and the comparison/contrast clusters. However, there was a seven percent decrease in reference/research. The 2006 FCAT data further reveals that 41 percent of students in grade six scored a Level three or above, 38 percent of students in grade seven scored a

Level three or above, and 33 percent of eighth grade students scored a Level three or above. Even though the data reveals the majority of students in grades six through eight achieved benchmark percentage gains, the percentage of students scoring either Levels 3, 4, or 5 needs to increase.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will increase by five percent their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize specific reading and E.S.O.L strategies to facilitate and support the reading process.	Assistant Principal for Curriculum, Language Arts Department Chairperson, ESOL Department Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Conduct 30 minutes of independent reading for all students.	Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer reading benchmark assessments to monitor student progress.	Language Arts Department Chairperson, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Revise Instructional Focus Calendars which center on tested FCAT Reading Benchmarks.	Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00
Administer district pre, interim and post reading assessments to monitor student progress.	Language Arts Department Chairperson, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00
Incorporate reading pull-outs and differentiated instruction for L.E.P. and transitional students who are less than 30 points from achieving their reading grade level score, to focus on specific benchmark needs.	Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide before, after school, and Saturday tutorial programs for targeted sub-groups.	Principal, Community School Assistant Principal, After-School Program Coordinator	8/14/2006	5/30/2007	District-wide literacy plan	\$5000.00
Implement all components of the district's Comprehensive Research-Based Reading Plan.	Principal, Assistant Principal for Curriculum	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implementation of the Plan-Do-Study-Act	Principal, Assistant Principal for	8/14/2006	5/30/2007	Continuous	\$0.00

Model by all teachers to ensure alignment of data analysis, assessment and remediation of skills not mastered for improved student achievement.	Curriculum			Improvement Model	
Establish and maintain Intensive Reading classes for all FCAT Level 1 and 2 students, to provide additional reading instruction and support.	Principal, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

The Language Arts/Reading classes utilize state-adopted textbooks which include, but are not limited to, Bridges to Literature and The Language of Literature in the core curriculum. The Reading Plus computer-based program will be used as a tutorial in Intensive Reading classes and the Scholastic Read 180 program will be used in the Intensive Reading Plus classes.

Professional Development

Teachers will participate in:

District professional development activities in the areas of instructional focus calendar development, differentiated instruction, CRISS strategies, data-driven instruction, and other areas that focus on improvement of reading comprehension.

Early Release Day inservices that focus on the implementation of each component of the Continuous Improvement Model.

Evaluation

All strategies will be evaluated by:

The 2007 administration of the FCAT Reading Test

District interim reading assessments

Reading benchmark assessments by Language Arts teachers

Periodic review of teachers' lesson plans by administrators, academic conversations, and review of quarterly data

Quarterly assessments via STAR (Standardized Testing for the Assessment of Reading) and Accelerated Reader programs

Individualized teacher alternative or authentic assessments

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 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 type="checkbox"/>

GOAL 2 STATEMENT:

All students will exceed the state proficiency standards in mathematics.

Needs Assessment

The results of the 2006 FCAT Mathematics Test indicate that 52 percent of the sixth and seventh grade students scored at or above Level 3. Sixth grade students' lowest performance was in Measurement 44 percent and Algebraic Thinking score of 38 percent. Seventh grade students' lowest performance was 44 percent in the Measurement, Algebraic Thinking, and Data Analysis clusters. In eighth grade, students scored lowest in the Measurement and Geometry clusters. These scores indicate that students in all grade levels need additional instruction and practice in the Measurement content cluster. The Students With Disabilities and Limited English Proficient sub-groups need additional mathematics skills and concepts practice to achieve grade level mastery. The performance of Level one students in Intensive Mathematics classes will be closely monitored through analysis of assessment data to modify instruction to address areas of deficiency.

The sequence of instructional activities in the Instructional Focus Calendars will be revised to focus on areas of deficiencies.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will increase by five percent their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

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

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implementation of Instructional Focus Calendars based on the Sunshine State Standards and correlated to the state-adopted textbook for the teaching and assessments of the benchmarks.	Assistant Principal for Curriculum, Mathematics Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use calculators and heterogeneous cooperative groups to assist students with different learning styles.	Mathematics Department Chairperson, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Provide advanced academic students with enrichment opportunities, including the Cognitive Tutor computer-based program that will reinforce their interest and performance.	Assistant Principal for Curriculum, ESE Department Chairperson	8/14/2006	5/30/2007	Expanding arts opportunities	\$4500.00
Provide before, after school and Saturday tutoring for students to enhance their mathematical skills.	Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$5000.00
Provide individualized tutoring for students who are 30 points from achieving a Level 3 on the FCAT.	Principal, Mathematics Department Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide Intensive Mathematics classes for all students scoring at Level 1 in mathematics on the FCAT.	Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide mathematics pull-out sessions and differentiated instruction for LEP and Students With Disabilities to focus on specific benchmark needs.	Assistant Principal for Curriculum, Mathematics Department Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Implementation of the Plan-Do-Study-Act model.	Principal, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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Research-Based Programs

The mathematics department utilizes textbook series which include:

Glencoe – Middle School Program Course 1, 2 and 3

Glencoe – Pre-Algebra Program

Cognitive Tutor – Algebra I Honors

Cognitive Tutor – Geometry Honors

Professional Development

Teachers will participate in the following:

District-sponsored inservices in the areas of instructional focus calendar development, differentiated instruction, incorporation of manipulatives into instructional activities, and other areas that focus on improvement of mathematics instruction.

Early Release Day inservices that focus on the implementation of each component of the Continuous Improvement Model.

Evaluation

All strategies will be evaluated by:

The 2007 administration of the FCAT Mathematics Test

Benchmark assessments correlated to the Instructional Focus Calendar

FCAT Practice Test to re-assess benchmarks

Individualized teacher alternative or authentic assessments

District interim mathematics assessments

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

GOAL 3 STATEMENT:

All students in eighth grade will meet the state proficiency standards in writing.

Needs Assessment

An analysis of the data reveals that 92 percent of students in grade eight met high standards in writing. Specifically, students scored an average of 4.0 in persuasive writing, which represents a five-tenths percent increase from the previous year. In addition, there was a marked improvement in the average student score in expository writing, with scores increasing from 3.3 percent in 2005, to 3.8 in 2006. Students With Disabilities also demonstrated gains in their writing performances; eighty-five percent of these students met state standards in writing in 2006, an improvement of 21 percentage points from 2005.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing performance as evidenced by 93 percent of the students achieving the state required mastery level of 3.5 on the 2007 FCAT Writing assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Six Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions), to focus and develop specific writing skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop mini-lessons, targeting specific grammar skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide students with an array of writing opportunities that include, but are not limited to, essays, journals, short stories, research papers, and writing projects in order to further develop writing skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Revise Instructional Focus Calendars, which center on the Six Traits of Writing.	Assistant Principal for Curriculum, Language Arts Department Chairperson	7/27/2006	5/30/2007	District-wide literacy plan	\$2000.00
Provide advanced academic students with enrichment activities, including research-based assignments, to focus on individual interests and needs.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Incorporate writing workshops and differentiated instruction for L.E.P. students, to develop writing skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide mini workshop tutorials to assist students in improving their writing skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/28/2006	5/30/2007	District-wide literacy plan	\$0.00
Implementation of the Plan-Do-Study-Act model by teachers to ensure alignment of data analysis, assessment and remediation of skills not mastered for improved student achievement.	Principal, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Strategic Instruction Model to support Students With Disabilities.	Assistant Principal for Curriculum, Language Arts Department	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

	Chairperson				
Administer District pre and post writing assessments to monitor student progress.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$500.00

Research-Based Programs

The Language Arts classes utilize state-adopted textbooks which include, but are not limited to, English, by Houghton Mifflin, in the core curriculum.

Professional Development

Teachers will participate in the following:

District professional development inservices in the areas of instructional focus calendar development, differentiated instruction, CRISS strategies, Analyzing Data to Target Instruction, and other areas that focus on the six traits of writing and process writing development.

Early Release Day inservices that focus on the implementation of each component of the Continuous Improvement Model.

Evaluation

All strategies will be evaluated by:

The 2007 administration of the FCAT Writing Assessment

District Pre, and Post Writing assessments

Administration of site-developed persuasive and expository essays. Teacher assessment of student writing samples. Teacher-made assessments which test specific grammar skills

Individualized teacher alternative or authentic assessments

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

All students in eighth grade will meet the state proficiency standards in science.

Needs Assessment

Based on the 2006 FCAT scores in Science, Ruben Dario Middle Community School's percentage of students meeting high standards in science was 23 percent. On the Physical and Chemical content cluster 45 percent of the students answered correctly. On the Earth and Space content cluster, 46 percent of students had correct answers. On the Life and Environment content cluster of the test 54 percent of the students answered correctly. On the Scientific Thinking content cluster 43 percent of students answered correctly.

The 2006 FCAT Science score indicates that only 23 percent of eighth grade students achieved high standards by scoring at Level 3 and above.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use of the publisher provided, FCAT-aligned pre, interim, and post test to monitor student progress and isolate areas of deficiency during the school year.	Assistant Principal for Curriculum, Science Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implementation of the District's Curriculum Map/Scope and Sequence and site-based instructional focus calendar based upon the Sunshine State Standards.	Assistant Principal for Curriculum, Science Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide all students with the opportunity to engage in a minimum of 25 hands-on or computer-based laboratory activities for the benefit of learning science terminology and processing skills.	Assistant Principal for Curriculum, Science Department Chairperson	10/23/2006	5/18/2007	Continuous Improvement Model	\$3000.00
Implementation of the Plan-Do-Study-Act model by teachers to ensure alignment of data analysis, assessment, and remediation of skills not mastered.	Assistant Principal for Curriculum, Science Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Plan collaboratively and develop inquiry-based activities with teachers who teach science to SWD and LEP students in an effort to increase student comprehension of scientific concepts.	Principal, Assistant Principal for Curriculum, Science Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the number of advanced academics and enrichment opportunities available to students.	Assistant Principal for Curriculum, Science Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Create a Science Coach position to provide science teachers with additional curriculum and laboratory support.	Principal	10/30/2006	5/30/2007	Continuous Improvement Model	\$50000.00

Research-Based Programs

The science department will utilize the current state-adopted textbooks, published by Glencoe and Holt-Reinhardt and Winston.

Professional Development

Teachers will participate in the following:

District-sponsored inservices in the areas of instructional focus calendar development, differentiated instruction, and Effective Implementation of Inquiry-based Science Strategies in the Classroom, Analyzing Data to Target Instruction, Integrating Science Instruction Effectively in the Secondary Classroom.

Early Release Day inservices that focus on the implementation of each component of the Continuous Improvement Model.

Evaluation

All strategies will be evaluated by:

2007 FCAT Science Test

Benchmark assessments correlated to the Instructional Focus Calendar

School-based FCAT Practice pre, interim, and post tests

Individualized teacher alternative or authentic assessments

Publisher produced assessments correlated to the state-adopted textbook

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

GOAL 5 STATEMENT:

The school will encourage increased parent participation in school-related programs and activities.

Needs Assessment

An examination of the parental involvement trends at Ruben Dario Middle Community School reveals that attendance has been high at extracurricular events such as student productions and presentations, book fairs, and performances. Parental participation in school activities such as, workshops, Title I monthly seminars, Open House, PTSA and EESAC meetings has averaged approximately 20 percent monthly. Schoolwide parental involvement in school activities and parent organizations needs to increase this year to positively affect student achievement.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, Ruben Dario Middle Community School will demonstrate a five percent increase in the number of parents involved in workshops, Open House, Title I monthly seminars, PTSA and EESAC meetings, and other school activities, as evidenced by comparing the attendance rosters for the 2005-2006 and 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Actively recruit parents at school events to join parent organizations.	Principal, Community Involvement Specialist, PTSA president, EESAC chairperson	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Convey information about school events via several modes, including, flyers, telephone calls through Connect-Ed, marquee, local newspaper, etc.	Principal, Community Involvement Specialist	8/10/2006	5/30/2007	Community Partnerships	\$0.00
Elicit parent participation in decision-making process of school issues and reforms.	Principal, Community Involvement Specialist, PTSA president, EESAC chairperson	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Arrange the Parent Center to be an attractive and accessible area for parents to obtain important information about educational and social programs in the school.	Principal, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Feature special family and/or school events at the parent center and on the school website.	Principal, Community Involvement Specialist, Computer Technician	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Offer inservices and courses through the Parent Academy and Title I monthly seminars on topics of interest to parents.	Community Involvement Specialist	8/21/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

The following organization serves as a research-based program:

National PTA Standards for Parent and Family Involvement

Professional Development

EESAC training
Parent Academy courses

Evaluation

All strategies will be evaluated by:

Attendance rosters at workshops, Open House, Title I monthly seminars, PTSA and EESAC meetings.
PTSA membership
Parent Surveys

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The school will improve the level of safety on campus.

Needs Assessment

An analysis of the district's School Discipline data indicates that approximately 20 percent of the student population served in-school and out-of-school suspensions during the 2005-2006 school year. Both suspension rates are one percent higher than the district's suspension rate average.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of suspensions 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		
Convene the discipline committee on a monthly basis.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Communicate with parents through the electronic telephone dialing system.	Principal, Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Promote the "Do the Right Thing" program.	Trust Counselor	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement a truancy prevention program.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote the Peer Counseling Program to teach students conflict resolution skills.	Trust Counselor	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Revise the attendance incentive program.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00

Research-Based Programs

Not Applicable

Professional Development

District inservices on discipline and safety, attendance improvement, conflict resolution

Evaluation

All strategies will be evaluated by:

Suspension data on District and State Discipline 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The school will increase the usage of the Excelsior Electronic Gradebook program.

Needs Assessment

An analysis of the electronic gradebook program usage data indicates that teachers are currently implementing the gradebook program on a regular basis. However, the reports component of the program is not readily used by the teachers.

Measurable Objective

Given an emphasis on the utilization of the electronic gradebook program, teachers will increase their knowledge and implementation of the reports component of the Excelsior Electronic Gradebook program as evidenced by a 10 percent increase 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		
Monitor utilization of electronic gradebook program.	Excelsior Gradebook Manager, Principal	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Maintain program components on a regular basis to ensure proper operation.	Computer Technician	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of availability of computers.	Principal, Computer Technician	8/14/2006	5/30/2007	District Strategic Plan	\$20000.00
Provide on-going technology and data analysis support for teachers.	Excelsior Gradebook Manager, Computer Technician	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Provide hands-on training in report management on a quarterly basis.	Excelsior Gradebook Manager	8/15/2005	5/19/2006	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Teachers will participate in the following:

Training in data analysis and recordkeeping

Utilization of Data Reports

Training for Gradebook Manager and Computer Technician

Evaluation

All strategies will be evaluated by:

Monitor the use of the reports component of the faculty on a quarterly basis.

Efficient and accurate recording and electronic submission of grades and progress reports.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

All students will increase their awareness of health and physical fitness.

Needs Assessment

The results of the Monthly Statistics Summary provided by the school nurse shows that over 400 students and 15 staff members were treated for various illnesses during the 2005-2006 school year.

Measurable Objective

Given emphasis on the importance of health and well-being in the physical and social development of students, the number of students taking advantage of the school clinic services will increase by ten 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		
Provide vaccines to eligible students at no cost.	School Nurse	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct health education classes for parents.	School Nurse	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Assess students' fitness levels to promote early referral of health issues.	School Nurse	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Provide healthy lifestyle information to teachers.	School Nurse	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Provide health, nutrition, and physical fitness seminars to students.	School Nurse, Health Program Case Managers	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Refer students who display signs of emotional distress to the student services department and the school Social Worker.	Grade Level Counselors, Social Worker	8/21/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Health seminars provided by School Nurse and Health Program Case Managers from Jackson Memorial Hospital's Health Connect program.

Evaluation

All strategies will be evaluated by:

Clinic's Usage and Treatment Report

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

GOAL 9 STATEMENT:

The school will increase student participation in elective and enrichment activities.

Needs Assessment

An examination of the Master Schedule for Rubén Darío Middle Community School indicates that approximately 30 percent of the students are enrolled in Intensive Reading and/or Intensive Mathematics classes, in lieu of one or more elective classes. Seventy percent of the student population is able to take advantage of elective courses. Students enrolled in remediation classes need to be afforded additional opportunities to participate in enrichment activities.

Measurable Objective

Given emphasis on the benefits of students participating in enrichment activities, the number of students participating in enrichment activities will increase by ten 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		
Provide additional opportunities for students to participate in live performances.	Fine Arts Department Chairperson, Principal	8/21/2006	5/30/2007	Expanding arts opportunities	\$0.00
Participate in the Miami-Dade County Youth Fair competitions.	Principal, Assistant Principal for Activities, Youth Fair Liaison,	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Increase number of students participating in the Magnet Program.	Principal, Assistant Principal for Curriculum, Magnet Lead Teacher	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Increase student membership in the All-Stars After-School program.	Community School Assistant Principal, After-School Programs Coordinator	8/14/2006	5/30/2007	District-wide literacy plan	\$34000.00
Encourage membership in various clubs, sports, and organizations.	Club Sponsors, Assistant Principal for Activities	8/21/2006	5/30/2007	District Strategic Plan	\$600.00

Research-Based Programs

Not Applicable

Professional Development

Select staff members will participate in district-sponsored inservices focusing on expanding enrichment program offerings in the school.

Evaluation

All strategies will be evaluated by:

Number of students participating in enrichment programs.

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Ruben Dario Middle Community School will improve its ROI ranking by at least one percentile point.

Needs Assessment

Ruben Dario Middle Community School's percentile ranking is 20, compared to the highest ROI value of 55 percent.

Measurable Objective

Ruben Dario Middle Community School will improve its ranking on the State of Florida ROI index publication from the 20th percentile to the 21st percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recruit community businesses for Dade Partnerships.	Principal, Career Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Use school funds and resources more efficiently.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use student data analysis results to find more effective educational strategies that meet the needs of students.	Principal, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Use purchased programs effectively and increase student participation.	Principal, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Staff members will participate in district-sponsored inservices on grant-writing and other forms of funding sources.

Evaluation

On the next State of Florida ROI index publication, Ruben Dario Middle Community School will increase its percentile ranking by at least one percent.

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 recommended the financial resources that should be used to ensure successful implementation of the School Improvement Plan (SIP) by funding programs that focus on initiatives that will promote the school's effort to meet or exceed our projected objectives. The EESAC has also reviewed the school's budget to determine areas that the council can provide funds to supplement educational programs.

Training:

The EESAC endorsed and recommended that all instructional personnel continue to participate in professional growth activities. The EESAC supported technology training to ensure that the instructional personnel is knowledgeable of the latest trends and technological advancements, especially related to usage of the Excelsior Gradebook Program.

Instructional Materials:

The EESAC recommended and supported the adoption of any instructional program that promotes the achievement of goals established in the School Improvement Plan.

Technology:

The EESAC recommended and supported the expansion and acquisition of additional technology at our school.

Staffing:

The EESAC supported the district's goal of recruiting and retaining effective, highly qualified teachers.

Student Support Services:

The EESAC recommended and supported maximizing services offered by the members of the Student Services Department. The counselors, school nurse, and listeners that support student concerns are an essential component in the achievement of the School Improvement Plan goals.

Other Matters of Resource Allocation:

The EESAC reviewed and made recommendations in the area of human resource allocation as it relates to security monitors and school safety.

Benchmarking:

The EESAC reviewed and supported initiatives to ensure that progress is made toward reaching state and district benchmarks and goals. Additionally, the EESAC evaluated and provided feedback on progress of initiatives at various evaluation points throughout the school year.

School Safety & Discipline:

The EESAC recommended and supported initiatives and strategies to promote school safety and reduce discipline issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$6,000.00
Goal 2: Mathematics	\$9,500.00
Goal 3: Writing	\$2,500.00
Goal 4: Science	\$53,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$1,000.00
Goal 7: Technology	\$20,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$34,600.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$126,600.00

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