
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6391 - Madison Middle School

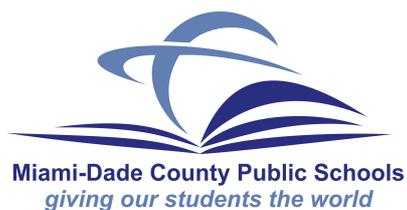
FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Dr.T. Dillard

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Madison Middle School

Madison Middle School is located in the inner city area of Miami-Dade County, at 3400 N.W. 87th Street. The school was built in 1955 and is a Title I/Full Service School. It is an open campus school on 13.7 acres and is composed of eight buildings, nine portables, and one four-pack relocateable classroom. In addition, the school has a large physical education field, a student spill-out courtyard, extensive lawn areas, as well as a butterfly garden. The immediate neighborhood consist mostly of multi-ethnic single-family homes with house-hold incomes ranging from lower to middle income levels, with many families receiving government assistance. Nearly two-thirds of our students are transported to and from school because of the school northern and eastern attendance boundaries.

As a member of the School Improvement Zone, Madison Middle School recognizes that good instruction is the foundation that fosters learning. Therefore, Madison Middle School offers programs that provide remediation, enhancement, and enrichment for the specific needs of all students. The current enrollment at the school is approximately 772 students, and the student membership is approximately less than one percent White, 67 percent Black, 32 percent Hispanic and less than one percent Asian/Indian/Multiracial. Madison Middle School serves 146 Exceptional Education students. The average attendance at Madison Middle School for 2005-2006 was 89.8 percent with a mobility index of 42. Over 90 percent of Madison Middle students receive free or reduced lunch benefits.

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Madison Middle School will implement instructional program with a strong focus on literacy. Madison will utilize research-based instructional materials with a focus on literacy intervention across grade levels. A strong emphasis will be placed on the Continuous Improvement Model in order to meet the needs of all students.

In 2005, teachers and staff completed the Organizational Performance Improvement Snapshot (OPIS) Survey. Over 78% of the teaching, clerical, custodial, food service, and support staff responded to the survey. The possible scores on each category of the survey ranges from one to five with five meaning Always and one meaning Never. The results of the OPIS survey indicate a need for improvement in the categories of Business Results (3.9), Strategic Planning (3.8) and Process Management (3.8). Given that these are the lowest ranking categories, the school has targeted these areas for improvement. Madison Middle School will strive to improve these four areas as well as maintain positive scores on all other areas of the survey during the 2006-2007 school year. In the Strategic Planning category, the school will continue to involve the staff in the development of the school's goals and objectives by allowing department chairpersons and team leaders ample time to meet and delineate objectives, and strategies for improvement utilizing the Continuous Improvement Model (CIM). An effort will continue to be made to include non-instructional, clerical, and custodial staff in the decision-making process. In an effort to improve the rate of positive responses on the Process Management category, a needs assessment will be conducted to identify the resources which are available, as well as what resources are needed at the school. Using the leadership team, the questions in the Process Management category will be further analyzed to delineate more specific areas for improvement. To address the area of Business Results the school will disseminate financial reports to all stakeholders on a regular basis.

As a result, the following will occur:

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 51 percent of students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 51 percent of students in grades six through eight showing learning gains in reading on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 51 percent of African American students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 51 percent of Hispanic students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 51 percent of Economically Disadvantaged students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 51 percent of Limited English Proficiency (LEP) students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 51 percent of Students with Disabilities (SWD) students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 56 percent of students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Mathematics Test.

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achievement level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 56 percent of Limited English Proficiency (LEP) students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 56 percent of Students with Disabilities (SWD) students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Mathematics Test.

Given instructions using the Sunshine State Standards Benchmarks on the Writing Process, Madison students in the eighth grade will improve their writing skills as evidenced by a one percentage point increase in the percent of students scoring at 4.0 or above on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their science skills as evidenced by 30 percent of students in grade eight scoring achievement level 3 or above on the 2007 FCAT Science Test.

Given schoolwide focus on the need for increased parental involvement, the number of parents/guardians participating in school events will increase by five percent when comparing 2005-2006 attendance logs to 2006-2007 attendance logs.

Given the correlation between student attendance and student achievement, the student attendance rate will improve as evidenced by 5.1 point increase in the attendance rate during the 2006-2007 as compared to the 2005-2006 school year

Given schoolwide focus on the need for technology, the number of classrooms with access to six to eight computers will increase when comparing the 2006 - 2007 Property Inventory Control Report to the Property Inventory Control Report 2005-2006 report.

Given the correlation between good health and nutrition and student achievement, the percent of students participating in the school breakfast program will increase by five percent when comparing the 2005-2006 participation rate to the 2006-2007 participation rate.

Given emphasis on the benefits of student participation in enrichment programs, the number of students enrolled in extracurricular activities including athletics, clubs and afterschool enrichment programs will increase by five percent.

Madison Middle School will improve its ranking on the State of Florida ROI index publication from the 20th percentile to the 30th percentile on the next publication of the index.

Madison Middle School will strive to achieve high standards by providing a high quality education to our entire learning community.

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.

Madison Middle School

VISION

The vision of Madison Middle School is to promote and enhance students' sense of self-esteem and knowledge while empowering pride to promote life-long learners and productive citizens.

MISSION

The mission of Madison Middle School is to prepare all students for a productive future.

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.

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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

Madison Middle School, a Title I site, provides educational services to students in grades six through eight. The school current enrollment is approximately 774 students, and the student membership is 5 White, 515 Black, 250 Hispanic and 2 Multiracial. The school has a mobility index of 42. Madison Middle School serves 146 Exceptional Education Students. The Exceptional Student Education Program includes instruction for students who are Educable Mentally Handicapped (EMH), Severely Emotionally Disturbed (SED), Physically Impaired (PI), and Specific Learning Disabled (SLD). This school year at Madison Middle School, 60 students with disabilities participate in full or part-time inclusion in the general education program. The school also has a Gifted Program with a current enrollment of 10 students. Madison Middle School approximately 60 Limited English Proficient students. The Home Language Assistance Program will provide academic support to these students through the services of a pull-out tutor to provide content-area assistance to students individually or in small groups. This program will address mathematics, science, social science, computer literacy, and FCAT preparation.

There are currently 62 teachers (16 males and 46 females) at Madison Middle School. Likewise, seventeen of the sixty-two teachers are new to Madison Middle. Among our faculty, 17 percent hold master's degrees and three percent hold specialist degrees. The teaching staff includes two Reading Coaches, a Mathematics Coach, a Writing Coach, Science Coach, Data/Testing Chairperson, two Guidance Counselors, a Trust Counselor, Career Specialist, ESE Program Specialist a Media Specialist and an Art Therapist. Of these teachers, 24 percent are White, 48 percent are Black, 19 percent are Hispanic and three percent are Asian/Indian/Multiracial.

Our Washington Mutual Parent Resource Center provides computers and software, in addition to audiovisual and print materials to assist parents with the acquisition of parenting skills, technology skills, and academic information. A Full Service Center houses a variety of social and medical service providers for students and all community stakeholders. In addition, afterschool programs are provided to our parents and students through the South Florida All Stars Program and the Youth Co-Op Inc. Program. These programs address life skills, recreation, reading enrichment, visual and performing arts, tutorial and technology components. In 2006-2007, the programs will grow to include before-school tutoring, Title 1 Supplemental Education Services, and Tutorial services via Saturday Academy for students.

Instruction is provided through a standard curriculum utilizing a rotating 100-minute block schedule, 50 minute Critical Thinking class in the morning and a 45 minute 8th period Academic Improvement class during the extended day program. The Sunshine State Standards, Competency-Based Curriculum, enhanced technology, inclusion practices, and the Continuous Improvement Model are all utilized to meet the challenging performance standards outlined by the state's A Plus Plan and No Child Left Behind Public Law 107-110. A schoolwide emphasis is placed on improving reading, mathematics, writing, and science skills through the use of computerized programs such as Read 180, Accelerated Reader, Classroom Inc., FCAT Explorer and FCAT Simulator. Teachers meet twice weekly to determine benchmark areas of concern that need to be addressed. Furthermore, the Comprehensive Research-Based Reading Plan, Comprehensive Math and Science Plan, CRISS Strategies, and Reciprocal Teaching will be implemented.

Technology will continue to play a pivotal role in the school improvement initiative at Madison Middle School. There are approximately 6-8 computers in every language arts, reading, intensive mathematics and science classroom in which students are using: Read 180, Reading plus, FCAT Explorer, River Deep, and Classworks. Approximately 15 Madison Middle School students will also participate in the Dell Techknow Program which will allow these students to learn about computers. After completing the Dell Techknow program, the students will receive the refurbish Dell Desktop computers.

School Foundation

Leadership:

Madison Middle School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups, including the Educational Excellence School Advisory Council. The school leadership team, which is spearheading the process of curriculum reform, provides ongoing communication with all stakeholders to ensure that educational programs meet the specific needs of our students.

The leadership team at Madison Middle School as well as faculty and staff will continue to implement the Continuous Improvement Model. Collaborative planning will occur Tuesday through Thursday, leadership team meetings will occur on the first and third Friday of each month and Department meetings each Thursday. Additionally, Madison Middle School has established several “professional learning communities,” as instructional staff deemed necessary.

The Organizational Performance Improvement Snapshot (OIPS) Survey: Customer and market Focus 4.2, Measurement, Analysis and Knowledge Management 4.1, Leadership 4.0, Human Resource Focus 3.8, Business Results 3.9, Strategic Planning 3.8, and Process Management 3.8.

District Strategic Planning Alignment:

At Madison Middle School, the District’s goals have been aligned as follows:

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

Stakeholder Engagement:

The staff of Madison Middle School has established strategies in order to link with the community in several ways. There are regularly scheduled Educational Excellence School Advisory Council (EESAC) and Parent-Teacher-Student-Association (PTSA) meetings to assess student needs. The EESAC committee, with input from the PTSA, met to assist with creating our School Improvement Plan that reflects the specific needs of our students and community. Several community organizations interact with our stakeholders, the staff, the parents, and the community to provide additional student support. The other external support groups, also considered stakeholders, include the 5,000 Role Models of Excellence, Children's Psychiatric Center, and Citrus Health Network. At the beginning of the year, Back to School Night (Open House) is used to communicate to parents the requirements from the District, other programs, and initiatives along with policies and regulations that are in place at the school. The School Climate Survey, the Organizational Performance Improvement Snapshot Survey, and Taking a Good Look at

Instructional Technology (TAGLIT) provides feedback from all stakeholders as to the progress the school is meeting in specific areas such as technology.

Faculty & Staff:

There are currently 62 teachers (16 males and 46 females) at Madison Middle School. Among these 62 teachers, 17 percent hold master's degrees and three percent hold specialist degrees. The teaching staff includes two Reading Coaches, a Mathematics Coach, a Writing Coach, Science Coach, Data/Testing Chairperson, two Guidance Counselors, a Trust Counselor, Career Specialist, ESE Program Specialist a Media Specialist and an Art Therapist. Of these teachers, 24 percent are White, 48 percent are Black, 19 percent are Hispanic and three percent are Asian/Indian/Multiracial. The percent of new teachers to the school is 17. Four Paraprofessionals provide instructional support in the ESOL and ESE departments. Other support staff includes a Title I Community Involvement Specialist, a part-time school psychologist, a school social worker, a Microsystems technician, a food service manager, eight security monitors, ten custodians, and seven clerical employees. The Teach for America program provides first-time teachers who commit to working at least two years in a selected school. Currently, at Madison Middle, there are several Teach for America teachers of whom three have been at the school for more than two years. Bargaining units represented include United Teachers of Dade (UTD), Dade County School Maintenance Employee Committee (DCSMEC, and the American federation of State, County, and Municipal employees (AFSCME).

Madison Middle School faces annual difficulty in maintaining certified teachers. Many teachers want to reduce their commute time to work and therefore, transfer to schools closer to their home. Critical shortage area teachers are difficult to recruit district wide and present an even greater concern. During the 2006-07 school year, fourteen teachers new to M-DCPS were hired to provide instruction.

New and beginning teachers have been paired with a mentor teacher to support and assist through the beginning teacher process. Professional development in the areas of classroom management, utilization of the electronic gradebook, PACES and effective delivery of instruction are just a few of the in-service training sessions provided. There are currently approximately 3 members participating the Professional Growth Team (PGT) however, several members of the leadership team will be trained during this school year.

Data/Information/Knowledge Management:

All teachers at Madison Middle School have been authorized to view the Student Performance Indicators (WSPI). Additional training is being provided on how to use the Edusoft program in order to generate reports from bi-weekly assessments.

During Grade Level Team Meetings each Tuesday and Wednesday provides collaborative planning time in which members of each team are able to discuss student performance and discipline in order to create academic improvement plans to ensure student success.

The 8-step Continuous Improvement Model (CIM) will continue at Madison Middle School and is the focus of data driven instruction. After each bi-weekly assessment, data is collected by the reading, writing, science, and mathematics coach. All members of the administrative team are able to generate reports of the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) groups in order to monitor student progress.

Education Design:

Madison Middle School is implementing the student-teacher-progression program which provides support for a structured, cohesive three-year educational program. In addition, we are currently implementing "Middle Moves," in order to assist our incoming 6th grade students with many additional opportunities to achieve success.

Due to the large number of students achieving Level 1 on the 2007 FCAT Reading Test and in order to implement an effective Language Arts and Reading program in which students are scheduled back to back with the same teachers and smaller class sizes, several language arts/reading teachers do not have planning periods therefore, collaborative planning is implemented Monday and Friday during the meeting framework calendar.

Members of the leadership team which includes, eight grade level team leaders, a media specialist, 2 reading coaches, a mathematics coach, a science coach and a writing coach, model and coach in their respective areas. Additionally, they are responsible for monitoring the "Critical Thinking Class" in the morning and the Academic Improvement Class during the extended day class. The Reading Coaches are responsible for providing focused benchmark lessons for all instructional staff for reading and writing. During SSS benchmark faculty meetings, instructional staff volunteers to present how to implement strategies in the classroom. A observation sheet created by members of the leadership team was developed for the purposed of monitoring uniform practices among all key stakeholders. Incentives are provided monthly through drawings in which selected classes receive a doughnut or pizza party during their lunch period.

During Language Arts, Read 180, Intensive math and Science classes, using research based computer programs, students rotate through learning centers which include: whole group, computerized instruction, reading centers, science labs or utilization of mathematics manipulatives. Tutorial programs in the areas of reading and mathematics are currently being provided in the morning and afterschool. Pull-out tutorial sessions via Social Studies classes and Saturday Academy are scheduled to start in October 2006.

Performance Results:

During the 2006-07 school year, Madison Middle School will increase student attendance and lower its suspension rate and incident reporting. We believe that students must be in school in order to make academic achievement gains therefore our goal is to increase attendance from 91 percent to 98 percent, an overall total of 7 percent.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Madison Middle School faces annual difficulty in maintaining certified teachers. Many teachers want to reduce their commute time to work and therefore, transfer to schools closer to their home. Critical shortage area teachers are difficult to recruit district wide and present an even greater concern.

The Teach for America program provides first-time teachers who commit to working at least two years in a selected school. Currently, at Madison Middle, there are nine Teach for America teachers of whom three have been at the school for more than two years.

• Highly Qualified, Certified Administrators:

Dr. Tonya Dillard

Tonya Dillard , principal of Madison Middle School is a highly qualified administrator with certification/endorsements from the Florida Department of Education in the following areas: Educational Leadership K-12, School Principal, Middle Grades Endorsement, Mathematics 5-9, and Mathematics 6 – 12. Her educational qualifications include the following: Doctorate in Educational Leadership from Nova Southeastern University (NSU) concentration – Reading/Staff Development, Master of Science in Mathematics Education also from NSU, and Associate and Bachelor degrees in Business Administration from University of Florida and Florida A & M University, respectively. Since joining M-DCPS in 1985, she has worked as a math teacher at Miami Jackson Senior, Ponce de Leon Middle, and Miami Springs Senior before becoming a Title I Curriculum Specialist. In 1996, she was promoted to Assistant Principal of Ernest Graham Elementary where she was part of a leadership team that guided the efforts leading to an improvement in the school’s letter grade from D to A. Six years later she became Temporary Principal of Henry Reeves Elementary, providing leadership to help guide Reeves Elementary (a quadruple “D” school at the time) to its first letter grade of “C”. Before joining Madison Middle in July, 2006, she served as the principal of Springview Elementary where the school maintained “A” status for 4 consecutive years. Springview Elementary was also recognized by M-DCPS to receive performance pay in 2006 for achieving learning gains on the FCAT that ranked among the top 3 elementary schools in Regional Center 3. Since becoming an administrator in 1996, she has been recognized as Region I Assistant Principal of the Year, M-DCPS Assistant Principal of the Year 1st Runner-up, and Media One National Award for Outstanding Educators in Technology.

LEONARDO MOURIÑO, M.S., B.S.

The school’s Assistant Principal is Mr. Leonardo Mouriño. Mr. Mouriño is a proactive and creative administrator with over 11 years of educational leadership experience. Mr. Mouriño is currently working towards completing a Doctoral Degree in Educational Leadership from Nova Southeastern University. He was awarded a Master of Science Degree in Early Childhood Education from Florida International University and a Bachelor of Science Degree in Psychology from the University of Miami located in Coral Gables, Florida. As a well-rounded administrator, he has one and a half years experience as a middle school assistant principal, one and a half years experience as a curriculum and technology Educational Specialist for Title I in Regional Center II. He spent three years as a classroom teacher of Kindergarten, First grades, and as a Higher Order Thinking Skills

(HOTS) facilitator for at-risk fourth and fifth grade students.

Mr. Mouriño was recently transferred to Madison Middle School in August 2006. He comes to Madison Middle School from Thena C. Crowder Elementary. During his tenure, Thena Crowder students made significant learning gains of the lowest 25 % of the students. Mr. Mouriño is the Eighth Grade and ESE Assistant Principal. He is directly responsible for the Student Services, Exceptional Student Education Special Area, and Science Departments.

Mr. Mouriño is the recipient of numerous awards, commendations, acknowledgements, and recognitions from the school and District level, as well as various other professional and/or local organizations, throughout his career. As evidenced by the range of professional experiences and demonstrated results, Mr. Mouriño is a highly qualified assistant principal. He believes that the implementation of a strong Continuous Improvement Model allows for the input of all stakeholders, strong communication, and flexibility to help improve student achievement. Finally, his vision is student focused and data-driven.

In 2004, The "Dade County Council PTA/PTSA" honored Mr. Mouriño by selecting him to be the recipient of the "District PTA/PTSA School House Assistant Principal of the Year Award."

Gina Spicer

Gina Shannon Spicer received her Bachelor from Florida A&M University and her masters from NOVA Southern University. She has completed research at Harvard University and is currently doctoral student at NOVA. Spicers' responsibilities include working with the Language Arts and Social Studies Department, Department Heads, the Master Schedule, Clerical and Security personnel. She has taught in all areas of the Language Arts umbrella. Spicer continues to work with the faculty, staff, and students at Madison Middle School in order to have a safe and successful learning environment.

Jodye Scavella

Ms. Jodye Scavella, Assistant Principal, has nine years of teaching experience in the middle school setting. Ms. Scavella has been at Madison Middle School for three years. She started as an eighth grade mathematics teacher then advanced to the school's Mathematics Coach. This is Ms. Scavella's first year as an Assistant Principal. Prior to Madison Middle School, Ms. Scavella taught mathematics at Richmond Heights Middle School. During her years as a teacher, she served in various leadership capacities and received numerous awards and recognitions.

Ms. Scavella is certified in Middle Grades Mathematics 5-9 and Educational Leadership. She holds a Masters Degree in Mathematics Education. Ms. Scavella is a doctoral student at Barry University studying Leadership specializing in Educational Computing Technology.

• Teacher Mentoring:

For 2006-2007, 14 percent of the instructional are beginning teachers and this poses a great challenge in terms of staff development in the areas of curriculum content, classroom management, student assessment, and data analysis. The Teacher Mentoring Program at Madison Middle School consists of administrators, department chairpersons, team leaders and members of the professional growth team who serve as mentors to new teachers. The primary role of mentors is to provide teachers with classroom resources, data analysis, classroom demonstration lessons, and on-site professional development. All teachers receive ongoing support utilizing strategies outlined in the Professional Assessment Comprehensive Evaluation System (PACES). To further provide mentoring and assistance, a PACES Professional Growth Team works specifically with beginning teachers throughout the school year. Demonstration lessons and site visits are provided by reading, writing, science and math coaches in

order to assist teachers in the instructional process. The Language Arts Department assists teachers with the implementation of the Comprehensive Research-based Reading Plan (CRRP) and the new reading assessments. Mentoring sessions occur monthly.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) chaired by a teacher meets monthly to review suggestions from students, staff, parents and other community members. The principal and other EESAC members representing various departments and “professional learning communities,” provide information for clarification. Additionally, the EESAC provides financial support to teachers as requested and voted on in the form of a EESAC proposals. The EESAC assists in providing input in the School Improvement Process.

• Extended Learning Opportunities

At Madison Middle School, we provide before and after-school, and Saturday tutorial. The All-Stars After School tutorial program is offered daily from 4:45-6:00 p.m. The program encompasses FCAT benchmarks into instructional lesson plans as well as utilizing school-wide computerized assistance instructional (CAI) programs such as Classworks, to deliver instruction to students.

An additional extended learning opportunity recently implemented by the Office of School Improvement Zone (SIZ), extends the regular school day by an additional hour. During this time, Middle School has incorporated an additional 100 minutes of instructional time that focuses on intensive reading and mathematics skills for 6th grade students and intensive writing skills for 7th and 8th grade students. All teachers, counselors, media specialist, coaches, and curriculum support specialists, work cooperatively, serve as support specialist by providing additional assistance through modeling and coaching and providing resource materials.

The lowest 25 percent of reading and mathematics have been identified and are targeted as students needing improvement. The curriculum map and results of the bi-weekly assessments reinforce benchmarks learned in core courses and provide data in order to address remedial needs of each student. Our Level 3, 4, and 5 students are in enrichment literacy courses to continue to strive academically and develop further growth from their prior knowledge. “Bubble students are grouped in specialized “critical thinking” classes so that they are focused on their areas of deficiency in reading, and mathematics.

• School Wide Improvement Model

The Continuous Improvement Model (CIM) process is used to ensure quality data analysis and to modify instructional practices to further improve student achievement. The EESAC, leadership team and each department conduct initial school improvement planning by completing a needs assessment, collecting data, and establishing timelines. Quarterly, interim and bi-weekly assessment results are reviewed and analyzed at monthly EESAC meetings and during weekly department meetings. This model continues to benefit our school as shown by the improvement in the percent of students achieving learning gains in reading and math as well as the improvement shown by students in the lowest 25% in reading. Department Chairpersons and Coaches play an integral role in the CIM process by conducting data analysis and providing staff development. Madison Middle School will examine disaggregated test data and use the findings to develop and implement an instructional plan that incorporates formative assessments and maintenance teaching for identified benchmarks in all appropriate content areas. Students will participate in quarterly, interim and bi-weekly assessments. Tutorials and enrichment activities will also be utilized to ensure that the school meets adequate progress.

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:

Students will increase their reading performance skills to meet state standards on the 2007 Reading FCAT.

Needs Assessment

An analysis of the 2006 FCAT data indicates that the percentage of students in grades six through eight meeting high standards in reading showed a one percent overall increase from 20 percent to 21 percent. In addition, the results for the 2006 FCAT data indicated that the percent of students making learning gains increased by 5 percent from 57 percent to 62 percent with 76 percent of the lowest 25 percent making adequate progress making a 7 percent increase over the previous year. However, 79 percent of students in sixth, seventh, and eighth grade are still performing below grade level in reading. Likewise, Adequate Yearly Progress data indicated that the subpopulations of Black, Hispanic, Limited English Proficiency and Students with Disabilities are performing below grade level in Reading. Therefore, students in these subpopulations must make significant gains to meet the criteria of the No Child Left Behind (NCLB) Act. After an in depth analysis of the FCAT reading content clusters, sixth grade students will benefit from increased focus in Comparisons and Main Idea/Purpose, while seventh grade students will benefit from intensified instruction focused on Main Idea/Purpose and Reference/Research. Eighth grade students need intensified instruction in Research/Reference and Comparison. Nonetheless, the challenges being faced by Madison will be addressed by providing data driven instruction to increase the number of students achieving high standards.

NCLB SUBGROUP TARGET

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

Measurable Objective

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Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer biweekly assessments to monitor progress of lowest 35%	Teachers Department chair	08/07/06	06/01/07	Continuous Improvement Model	\$300.00
Identify non decoding students to provide them with intensified reading instruction through the utilization of the Reading Plus 3.5 program	Administrators Reading Coaches and Support Personnel	08/07/06	06/01/07	District-wide literacy plan	\$0.00
Monitor FCAT level 1 and 2 student progress through MAZE testing	Reading Coaches	08/07/06	06/01/07	District-wide literacy plan	\$0.00

Utilize the Read XL program to provide instruction for FCAT level 2 students.	Reading Teachers	08/07/06	06/01/07	District-wide literacy plan	\$0.00
Utilize the READ 180 program to provide instruction for FCAT level 1 students.	Language Arts and Reading Teachers	08/07/06	06/01/07	District-wide literacy plan	\$0.00
Administer biweekly assessments to monitor student progress on targeted benchmarks and FCAT test taking skills identified within the curriculum map	Teachers Department chair	08/07/06	06/01/07	Continuous Improvement Model	\$300.00
Schedule all FCAT Level 1 students with back-to-back Language Arts and Reading with the same teacher.	Administrators Registrar	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide students with analysis of 2005-2006 FCAT score to identify areas of improvement and promote student growth	Administrators Reading Coaches Test Chairperson	08/07/06	06/01/07	District Strategic Plan	\$0.00
Administer biweekly assessments to monitor progress of bubble students	Teachers Department chair	08/07/06	06/01/07	Continuous Improvement Model	\$300.00
Utilize Reading Plus computerized instructional programs for students in the lowest 35%	Reading Teachers Reading Coaches	08/07/06	06/07/07	Continuous Improvement Model	\$0.00
Schedule all students for 50 minutes daily in Critical Thinking Skills class where vocabulary and reading development will be addressed.	Administrators Reading Coaches	8/7/06	6/01/07	District-wide literacy plan	\$0.00
Provide remedial tutorial for students in the lowest 35% through the daily Academic Improvement Period and Saturday Academy	Reading Coaches	08/07/06	06/01/07	District-wide literacy plan	\$33000.00
Disaggregate data by provided biweekly assessment results through edusoft in order to revisit benchmarks tested with low proficiency	Department Chair	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Implement Do Now activity with students at the beginning of each class period to introduce a specified benchmark or writing skill.	Administrators Reading Coaches Language Arts and Reading Teachers Exceptional Student Education Teachers	08/07/06	06/01/07	District-wide literacy plan	\$0.00
Utilize teacher recommendations to identify students in need of remedial support with reading benchmarks.	Language Arts Teachers Reading Teachers Reading Coaches	8/7/06	6/01/07	District-wide literacy plan	\$0.00
Implement the team teaching model to enhance instruction and deliver explicit instruction to FCAT level 1.	Teachers Reading Coaches	08/07/06	06/01/07	District Strategic Plan	\$0.00

Utilize teacher recommendations to identify students in need of remedial support with reading benchmarks.	Language Arts Teachers Reading Teachers Reading Coaches	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Provide students with Saturday tutorial sessions to enrich comprehension of reading benchmarks	Administrators Teachers	10/07/06	04/01/07	Continuous Improvement Model	\$10000.00
Provide teachers with necessary Language Arts and Reading Curriculum support through coaching	Administrators Reading Coaches	08/07/06	06/01/07	District-wide literacy plan	\$0.00

Research-Based Programs

Instructional Textbook; McDougall-Littell Language of Literature. For ESOL Visions- Thompson/Heinle will be used. Also, Scholastics READ 180 (textbooks and software), Scholastic READ XL, Reading Plus will be used. Progress monitoring assessment tools including MAZE and Diagnostic Assessments of Reading (DAR) for reading proficiency.

Professional Development

- Read 180
- Read XL
- Reading Plus
- CRISS
- Reading Endorsement
- Guided Reading (advanced)
- Guided Reading (early career)
- Guided Reading (refresher)
- Effective Reading Instruction in Secondary Classrooms
- FCAT Standards
- Reading in the Content Area
- Data Driven In-service
- Accelerated Reader training
- Riverdeep
- FCAT Explorer training

Evaluation

Scores from the 2007 Reading FCAT will be used to evaluate this objective. Reading interim assessments provided by the district and biweekly assessments generated using Examview and FCAT Test Maker will be administered as a progress monitoring tool.

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

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

GOAL 2 STATEMENT:

Students will increase their mathematics performance skills to meet state standards on the 2007 Mathematics FCAT.

Needs Assessment

An analysis of the 2007 FCAT data indicates that the percent of students meeting high standards in mathematics showed an increase of two percentage points from 22 percent to 24 percent. However, 76 percent of students in sixth, seventh, and eighth grade are still performing below grade level in math. Specifically, 83 percent of all sixth grade students, 82 percent of all seventh grade students and 76 percent of all eighth students are performing below grade level in math. Likewise, Adequate Yearly Progress data indicated that Black, Hispanic, Limited English Proficiency, and Students with Disabilities subgroups are performing below grade level in math. Hence, the subgroups must improve to meet the No Child Left Behind (NCLB) legislation. Further analysis of the FCAT mathematics strands indicates that sixth grade students could benefit from additional instructions in Measurement and Data Analysis. Seventh grade students could benefit from additional instruction in Measurement. Eighth grade students could benefit from additional instructions in Measurement. Thus, Madison is faced with the challenge of raising the number of students achieving high standards.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 56 percent of students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 56 percent of students in grades six through eight showing learning gains in mathematics on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 56 percent of African American students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 56 percent of Hispanic students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 56 percent of Economically Disadvantaged students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 56 percent of Limited English Proficiency (LEP) students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 56 percent of Students with Disabilities (SWD) students in grades six through eight scoring achievement level 3 or above on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Algebraic Thinking mathematics program for students scoring at achievement levels 1 and 2, on the 2006 FCAT administration	Administrators Mathematics Coach Department Chair Mathematics Teachers Algebraic Thinking Coach	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Implement an Extended Day/Extended year program for all students.	Administrators Mathematics Coach Teachers	08/07/06	06/01/07	District Strategic Plan	\$0.00
Provide Saturday tutorial opportunities for targeted students (lowest 35% and bubble students) in order to provide and assist in the implementation of intensive instruction based	Administrators Mathematics Coach Mathematics Teachers	10/07/06	04/01/07	District Strategic Plan	\$10000.00

on the student's identified weaknesses.					
Utilize a data management system to score assessments, generate disaggregated data reports that will be used to monitor student's progress and drive classroom instructions.	Administrators Mathematics Coach Mathematics Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Utilize Regional resource personnel, School Improve Zone curriculum specialists, and Algebraic Thinking coaches to support the core mathematics program.	Administrators Mathematics Coach Curriculum Specialist Algebraic Thinking Coach	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Develop mathematics curriculum maps based on the 2006 FCAT Mathematics data and aligned with M-DCPS Mathematics Pacing Guide.	Administrators Mathematics Coach Department Chair	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Utilize differential instruction and a variety of instructional best practices including CRISS,FCAT Math Task Cards and use of math manipulatives	Administrators Mathematics Coach Mathematics Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Implement bi-weekly and interim assessments that are aligned to the Sunshine State Standards (SSS) benchmarks and conduct data analysis in order to adjust instructional focus calendar.	Administrators Mathematics Coach Department Chair Mathematics Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$300.00
Utilize the school site Mathematics Coach to employ the coaching model (plan with teachers, demonstrate best classroom practices, observe and provide feedback) to support the core mathematics program and serve as a mentor to new mathematics teachers.	Administrators Mathematics Coach Curriculum Specialist Algebraic Thinking Coach	08/07/06	06/01/07	Continuous Improvement Model	\$33000.00
Identify students in all AYP subgroups scoring at achievement levels 1 and 2 on the 2006 FCAT Mathematics administration and provide additional services that address the students' mathematics deficiencies.	Administrators Mathematics Coach Mathematics Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Schedule selected SWD into regular mathematics classrooms in order to improve inclusive practices.	Administrators Mathematics Coach Mathematics Teachers Inclusion Teacher Program Specialist	08/07/06	06/01/07	Inclusion	\$0.00
Schedule all students that score a level 1 or 2 on the 2006 FCAT administration for intensive mathematics class in order to address their learning deficiencies.	Administrators Department Chair	08/07/06	06/01/07	Continuous Improvement Model	\$0.00

Research-Based Programs

The research based programs used at Madison Middle School to facilitate mathematics instructions are Glencoe Mathematics Application and Concepts Florida Textbook – State Adopted Series, Algebraic Thinking Mathematics Program, and Destination Math by Riverdeep.

Professional Development

- FCAT Lessons Learned
- Mathematics Leadership Institute
- Riverdeep
- Algebraic Thinking
- Site-Based FCAT Best Practices by Strand (including FCAT Task Cards and CRISS)

Evaluation

Scores from the 2007 Mathematics FCAT will be used to evaluate the objectives. Mathematics interim assessments provided by the district and biweekly assessments generated using Examview and FCAT Test Maker will be administered as a progress monitoring tool.

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

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

GOAL 3 STATEMENT:

Students will increase their writing performance skills to meet state standards on the 2007 FCAT Writing Plus.

Needs Assessment

An analysis of the 2006 FCAT data indicates that fifty percent of Madison Middle School eighth grade students scored at 4.0 or above on the 2006 FCAT Writing Plus Test. For NCLB, eleven percent Hispanic students, four percent of Black students, six percent Free and Reduced Lunch students and twenty-four percent of Students with Disabilities improved by the required one percent 2005-2006 score comparison. Students scored better on the persuasive prompts, suggesting that students need extra practice in writing to expository prompts. Analysis of the writing data shows that students in certain classes scored well indicating that the teachers and students are having success in the writing instruction and should act as mentors to other teachers. This shows a need for overall improvement in writing.

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 instructions using the Sunshine State Standards Benchmarks on the Writing Process, Madison students in the eighth grade will improve their writing skills as evidenced by a one percentage point increase in the percent of students scoring at 4.0 or above on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the coaching model to focus on writing through coaching and mentoring language arts, social studies and reading teachers.	Administrators Reading Coaches Department Heads	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Monitor bi-weekly assessments via the Continuous Improvement Model (CIM) in order to continue to review disaggregated data and monitor progress.	Administrators Reading Coaches Department Heads Language Arts Teachers Reading Teachers Social Studies Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Create Reading/Language Arts curriculum maps, based on analysis of 2006 FCAT data.	Administrators Reading Coaches Department Heads Language Arts Teachers Reading Teachers Social Studies Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Schedule all students for 50 minutes daily writing class, (AIP) "Academic Improvement Period" and Critical Thinking Period class in which focused writing benchmarks and CRISS strategies are addressed.	Reading Coaches Department Heads Classroom Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Provide a structured writing program using Learning Express during Social Studies classes for all students	Administrators Reading Coaches Department Heads Social Studies Teachers Media Specialist	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Implement before, after-school and Saturday tutorial sessions in order to target specific students' learning needs.	Administrators, Department Heads Team Leaders Selected Teachers	08/06/06	06/01/07	Continuous Improvement Model	\$10000.00

Research-Based Programs

McDougall-Litell and Glencoe state adopted core textbook

Professional Development

- Writing Across the Curriculum
- Scoring Rubric
- Writing Process/Best Practices
- Writing Institute- Best Practices

Evaluation

Formative site-authored biweekly assessments will be administered by classroom teachers along with assessments that will be generated by the district for all students. The data provided by biweekly assessments will be used to drive classroom instruction and will be revised throughout the year to insure mastery of Sunshine State Standards. The final evaluation will be determined by administration of the 2007 FCAT Writing Plus Test

GOAL 4: SCIENCE

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input 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 4 STATEMENT:

Students will increase their science performance skills to meet state standards on the 2007 Science FCAT.

Needs Assessment

The results of the 2006 FCAT Science Test reflect that five percent of eighth grade students met high performing standards. An analysis of the 2006 FCAT Science test indicate the lowest performance in the content cluster is Scientific Thinking (29%). Results also indicate from previous years that there has been a pattern of increase and decrease in this area. This shows a greater need to focus in this area. Although Madison's eighth grade students have shown a steady increase in the content clusters of Life/ Environmental (38%), we still are below district and state percentages. There was however an increase in Scientific Thinking. As a result, we need to increase our scores for all of the four science content clusters.

Measurable Objective

Given instruction using the Sunshine State Standards(SSS)students will improve their science skills as evidenced by 30 percent of students in grade eight scoring achievement level 3 or above on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement supplementary resource materials in order to improve reading, writing, listening, observing and vocabulary strategies in science classroom instruction.	Administrators Science Coach Science Teachers Exceptional Student Education Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Implement small, cooperative learning groups utilizing rotations. a. interdisciplinary activities b. whole group instruction c. small group instruction d. activity focus on multiple modalities	Administrators Science Coach Science Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Utilize district developed science pacing guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades six through eight.	Administrators Science Department Chairperson	8/7/2006	6/1/2007	District Strategic Plan	\$0.00
Disaggregate and analyze 2006 FCAT Science Test results to identify strengths and weaknesses of students in grade 8.	Administrators Science Department Chairperson	7/17/2006	8/7/2006	District Strategic Plan	\$0.00
Engage students in science learning through fieldtrips, outdoor activities, and science based competitions in order to promote achievement in scientific thinking.	Administrators Science Coach Science Teachers Exceptional Student Education Teachers	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Utilize the coaching and mentoring model to enhance teaching strategies in science classrooms.	Administrators Science Coach	08/07/06	06/01/07	Continuous Improvement Model	\$0.00
Utilize the Continuous Improvement to monitor student progress and to adjust instructional focus calendar, as needed.	Administrators Science Coach Science Teachers Exceptional Student Education	08/07/06	06/01/07	Continuous Improvement Model	\$0.00

	Teachers				
Utilize technology in classroom instruction in order to enhance the instructional delivery (a. approved Internet sites b. use of audio and video c. use of computers, calculators, etc. d. use of various computer software/programs)	Administrators Science Teachers Computer Technician	08/07/06	06/01/07	Continuous Improvement Model	\$1000.00

Research-Based Programs

Glencoe Instructional Textbook

Professional Development

- Effective Implementation of Adopted Secondary Science Materials
- Hands on Science 6 – 8
- Integrating Science Instruction Effectively (Secondary)
- Teaching Science For Early Career Teachers

Evaluation

Scores of the 2007 FCAT Science Test will be used to evaluate this objective. In addition, School Improvement Zone Pre/Post Test and Quartely Assessments will be utilized to monitor progress and drive instruction.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 5 STATEMENT:

Madison Middle will improve level of parental involvement for all students and families.

Needs Assessment

The level of parental involvement for the 2005-2006 school year as below ten percent as reflected in parent attendance logs for events such as Open House, Family Literacy Night, Bi-lingual Parent Meetings, and Title I and PTSA meetings. An analysis of parental involvement in school-sponsored activities indicates that both the number of activities and the number of parents attending these activities needs improvement.

Measurable Objective

Given schoolwide focus on the need for increased parental involvement, the number of parents/guardians participating in school events will increase by five percent when comparing 2005-2006 attendance logs to 2006-2007 attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disseminate pertinent information and resources to parents as well as encourage participation in the Parent Academy.	Administrators Reading Coaches Department Heads Language Arts Teachers Reading Teachers Social Studies Teachers	08/07/06	06/01/07	Community Partnerships	\$0.00
Conduct parent conferences in order to address academic progress of their students during the team's planning time	Administrators Team Leaders Team Teachers Counselors	08/07/06	06/01/07	Community Partnerships	\$0.00
Increase parent participation on the EESAC, PTSA organizations as well as school activities in order to promote family involvement.	Administrators EESAC President PTSA President	08/07/06	06/01/07	Community Partnerships	\$0.00
Create a monthly newsletter in order to highlight the achievements made by the students and teachers	Administrators, Team Leaders Selected Teachers	08/07/06	06/01/07	Community Partnerships	\$0.00
Recruit parents at Open House, and monthly Title 1 meetings, as well as office visitations in order to strengthen school volunteer program.	Administrators Leadership Team Community Involvement Specialist	08/07/06	06/01/07	Community Partnerships	\$0.00
Provide parents with results of interim and biweekly assessments in order to encourage parents to attend parent FCAT workshops	Administrators Reading Coaches Community Involvement Specialist Leadership Team PTA Executive Board Members	08/07/06	06/01/07	Community Partnerships	\$1000.00

Research-Based Programs

National Standards of Parental and Family Involvement Program

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day and Saturday. Additional training will be offered by the Community Involvement Specialist (CIS) and School Social Worker. Training will include: Miami-Dade County Public Schools Parent Volunteer Training; EESAC Training; FCAT Test Taking Strategies and Parenting Skills. Bilingual Parent Meetings for Spanish and Creole speaking parents will be offered in order to assist all parents representing the demographic make-up of the school student population.

Evaluation

This objective will be evaluated by the number of parents/guardians participating in school events when comparing 2005-2006 attendance logs to 2006-2007 attendance logs.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Madison Middle School will increase the rate of student attendance.

Needs Assessment

An analysis of the Miami-Dade County Public Schools Percentage-of-Attendance Report indicate that Madison's attendance rate for 2005-2006 was an average of 89.8%. As a result of the low attendance rate, there is a need for improvement.

Measurable Objective

Given the correlation between student attendance and student achievement, the student attendance rate will improve as evidenced by 5.1 point increase in the attendance rate during the 2006-2007 as compared to the 2005-2006 school year

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide incentives for students who attain and/ or maintain perfect attendances for the 2006-2007 school year	Administrators PTA EESAC Dade Partners	08/07/06	06/01/07	Community Partnerships	\$5000.00
Implement grade level team attendance programs to motivate students to attend school on a daily bases	Administrators Team Leaders Homeroom Teachers PTA EESAC	08/07/06	06/01/07	District Strategic Plan	\$0.00
Analyze weekly, monthly and quarterly attendance reports in order to monitor school attendance rate	Administrators Team Leaders Counselors Truancy Intervention Team	08/07/06	06/01/07	District Strategic Plan	\$0.00
Utilizate the Teacher Attendance Down Load system (TADL)to ensure accuracy of attendance data.	Administrators Homeroom Teachers Attendance Clerk	08/07/06	06/01/07	District Strategic Plan	\$0.00
Notify parents of student's absences through Connect-ed telephone system in order to curtail the number of absences and/or tardies.	Administrators Attendance Clerk Truancy Team	08/07/06	06/01/07	District Strategic Plan	\$0.00
Reduce the number of students in truancy programs by monitoring the number of tardies and absences; and intervening once the students has had five or more unexcused tardies and/or absences.	Administrators Truancy Team	08/07/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Attendance Procedures and guidelines

Truancy Intervention Procedures

Evaluation

The objective will be evaluated by the end of the year attendance rate and district ranking. Daily attendance bulletins and data provided from COGNOS will provide formative assessment.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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 7 STATEMENT:

Increase access to technology for all students at Madison Middle School.

Needs Assessment

According to the STAR profile, access to technology usage needs to increase. Although many computers have been purchased and installed throughout the school over the last few years, 26 classrooms still do not have at least six to eight computers.

Measurable Objective

Given schoolwide focus on the need for technology, the number of classrooms with access to six to eight computers will increase when comparing the 2006 - 2007 Property Inventory Control Report to the Property Inventory Control Report 2005-2006 report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that adequate access is available to all students and teachers.	Administrators Media Specialist Computer Specialist	08/07/06	06/01/07	District Strategic Plan	\$10000.00
Provide ongoing professional development and support for computer program and computer usage.	Administrators Media Specialist Computer Specialist Professional Development Team	08/07/07	06/01/07	District-wide literacy plan	\$0.00
Provide technical support in a timely manner to assist with student achievement.	Administrators Media Specialist Computer Specialist	08/07/06	06/01/07	Communities of Practice	\$0.00
Implement technology in all content areas in order to support increased student achievement.	Administrators Media Specialsit Computer Specialist All instructional staff	08/07/06	06/01/07	District Strategic Plan	\$0.00
Utilize "Smart" electronic whiteboards in order to provide instruction using Sunshine State Standards (SSS).	Administrators Computer Specialist All Instructional Staff	08/07/06	06/01/07	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Grant Writing

Budget

Title I

Evaluation

This objective will be evaluated by comparing the 2006-2007 Property Inventory Control Report to the number of computers indicated on the 2005-2006 Property Inventory Control Report.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 8 STATEMENT:

Madison Middle will increase the percentage of students participating in the breakfast program.

Needs Assessment

An analysis of the data that in 2005-2006 only 27% participated of students participated in the school breakfast program.

Measurable Objective

Given the correlation between good health and nutrition and student achievement, the percent of students participating in the school breakfast program will increase by five percent when comparing the 2005-2006 participation rate to the 2006-2007 participation rate.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the number of students participating in the school breakfast program using monthly and quarterly reports to adjust the breakfast program as needed.	Administrators Food Service Manager	08/07/06	06/07/07	District Strategic Plan	\$0.00
Advertise the free school breakfast program by posting signs, sending flyers and utilizing Connect-ed automated phone system in order to encourage participation.	Administrator Food Service Manager	08/07/06	06/01/07	District Strategic Plan	\$0.00
Disseminate information to parents, students and staff regarding the correlation between good nutrition and student achievement.	Administrator Food Service Manager Community Involvement Specialists	9/1/2006	3/1/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Dissemination/training on information regarding correlation between good health and nutrition and student achievement.

Evaluation

This objective will be evaluated by analyzing the 2007 School Breakfast Program Logs. Weekly and quarterly reports will be used to provide formative 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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Increase student participation in extracurricular and enrichment activities

Needs Assessment

Enrollment information for the 2005-2006 school year shows that 128 students participated in extracurricular and afterschool enrichment programs including Boys Basketball, Madison Speaks, All Stars, Youth Co-op, 5000 Role Models, Dell Techknow and Technology Club. There exists a need to increase the available extracurricular opportunities in order to participate.

Measurable Objective

Given emphasis on the benefits of student participation in enrichment programs, the number of students enrolled in extracurricular activities including athletics, clubs and afterschool enrichment programs will increase by five percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the number of students participating in enrichment programs using monthly and quarterly reports to make necessary modifications to enrichment programs.	Administrators Student Services Department Reading and Math Coaches All Instructional Staff	08/07/06	06/01/07	Transition and Articulation Programs	\$0.00
Advertise enrichment programs by posting and disseminating flyers and announcing events in order to encourage student participation	Club sponsors Athletic Coaches Administrators All Star and Youth Co-op Coordinators	8/14/2006	5/31/2007	District Strategic Plan	\$12000.00
Showcase students participating in enrichment programs by including them in schoolwide performances to motivate other students to enroll.	Administrators Club Sponsors Athletic Coaches All Star and Youth Co-op Coordinators	08/07/06	06/07/07	District Strategic Plan	\$0.00
Recruit teachers and staff to offer a variety of extracurriculum activities to expand the program and increase enrollment.	Administrators Club Sponsors Athletic Coaches All Star and Youth Co-op Coordinators	08/07/06	06/07/07	District Strategic Plan	\$0.00
Provide student transportation in order to alleviate barriers to student participation	Administrator	08/07/06	06/07/07	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Club Sponsors Training
Youth Co-op Training
All Stars Training
Athletic Coaches Training
Dell TechKnow Training

Evaluation

This objective by analyzing the 2007 Student Participation Enrollment Logs (athletics, clubs and afterschool enrichment programs). Quarterly reports will be generated to provide formative assessment.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

By the 2008-2009 school year, Madison Middle School will rank at or above the 90th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Madison Middle School ranked at the 23rd percentile on the state of Florida ROI Index.

Measurable Objective

Madison Middle School will improve its ranking on the State of Florida ROI index publication from the 20th percentile to the 30th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrative Team	08/07/06	06/01/07	Communities of Practice	\$0.00
Collaborate with the district on resource allocation.	Administrative Team	08/07/06	06/01/07	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks	Administrative Team Parent/Teacher/Student Association	08/07/06	06/01/07	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrative Team Parent-Teacher-Student-Association	08/07/06	06/01/07	Community Partnerships	\$0.00

Research-Based Programs

Professional Development

Persons responsible will attend trainings conducted by the district which focus on community involvement, Dade Partners, grant-writing, budget and internal funds.

Evaluation

Madison Middle School will generate a higher ranking on the State of Florida ROI index publication increasing from the 20th percentile to the 30th percentile as evidenced by the next publication of the index.

EESAC Compliance

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

Budget:

The EESAC authorized use of EESAC funds to support staff development and student achievement. The EESAC reviews budget proposals and make recommendations regarding School Recognition Funds and EESAC budget allocation.

Training:

The EESAC supported the Continuous Improvement Model(CIM) by participating in the school improvement planning process and monitoring implementation of school improvement strategies.

Instructional Materials:

The EESAC made recommendations regarding instructional materials as needs arise in order to promote student achievement.

Technology:

The EESAC recommended the utilization of technology as a strategy to accomplish school goals in the areas of reading, writing, math, and science.

Staffing:

The EESAC participated in the planning process and is advised of staffing issues as they arise in order to raise student achievement.

Student Support Services:

The EESAC considered student support services when making decisions. A representative from the Student Services Department is a member of the EESAC.

Other Matters of Resource Allocation:

The EESAC recommended that all other matters of resource allocation be addressed and monitored as ongoing basis for the purpose of school improvement planning and student achievement.

Benchmarking:

The EESAC recommended benchmarking activities that are tied to the Sunshine State Standards.

School Safety & Discipline:

The EESAC identified student attendance as a school goal to promote a positive and effective learning climate.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$43,900.00
Goal 2: Mathematics	\$43,300.00
Goal 3: Writing	\$10,000.00
Goal 4: Science	\$1,000.00
Goal 5: Parental Involvement	\$1,000.00
Goal 6: Discipline & Safety	\$5,000.00
Goal 7: Technology	\$10,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$12,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$126,200.00

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