
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6481 - Miami Edison Middle School

FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Richelle P. Thomas

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Edison Middle School

Miami Edison Middle School is located in the inner city of Miami-Dade County, just east of Interstate 95, in an area called "Little Haiti"; the building was placed on the National Registry by the United States Department of Interior as a historical landmark on June 5, 1986. The immediate neighborhood is comprised of small shops and family operated restaurants. Our student population of grades six through eight is approximately 600, of which 83 percent are of Haitian descent, 15 percent African-American and two percent from other. Although at least 75 percent of the Haitian students are American-born, more than half of the students enter school as non-English speakers. Many of the parents have little formal education. Ninety-six percent of our students qualify for free or reduced priced meals. Our school and neighborhood have a mobility rate of nearly 50 percent and the attendance rate is 92.74 percent. In addition, parental involvement is sporadic. Parents only attend meetings that pertain to their child. As the newly arrived immigrants in the community gain better economic stability, they often move out of the area.

In order to meet the needs of our students, we use a variety of assessments and program evaluation data to design effective strategies and activities that assist our students in the mastery of reading, writing, mathematics and science. Striving toward achievement of these goals will enable our students to be successful in education and the workplace, as well as increase their potential for maximum fulfillment as adults.

Given instruction based on the Sunshine State Standards (SSS), students in grades 6-8 will improve reading comprehension skills as evidenced by 51 percent scoring at FACT achievement level 3 and above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), at least 50 percent of the students in the lowest quartile must demonstrate learning gains in the area of Reading as evidenced on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Black students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 and above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 and above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), White students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 and above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), free and reduced lunch students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 and above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Limited English Proficient students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 and above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Student with Disabilities students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 and above on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, the percentage of students tested scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of free or reduced lunch students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students with Disabilities scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), students in grade eight will improve writing skills as evidenced by 71.2 percent of the students scoring 3.5 and above on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their science skills as evidenced by 29 percent reaching the state required mastery level as documented by

scores of the 2007 FCAT Science Test.

At Miami Edison Middle School there are five interdisciplinary teams. Each team will recruit parents to volunteer and become active participants in their child's education. Therefore, each team will demonstrate an increase of at least two percent of parental involvement as compared to previous year Community Involvement logs.

Given the need to reduce the number of suspensions, the rate of suspensions will decrease by three percent as measured by the annual suspension report during the 2006-2007 school year as indicated in the School Site Incentive Scorecard

Given an emphasis on the integration of technology in all content areas, students and staff will increase the use of technology by 10 percent.

Students will demonstrate an increase compared to the previous year measurement of the FITNESSGRAM test.

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Given the need to increase availability of elective courses the amount of courses offerings will increase by five percent as compared to the 2005-2006 school year.

Miami Edison Middle School will improve its ranking on the State of Florida Return On Investment index publication from the 46th percentile in 2005 to the 48th percentile on the next publication of the index.

For the 2006-2007 academic year, Miami Edison Middle School will target Strategic Planning and Process Management.

By addressing these two concepts we will provide the means to achieve maximum proficiency for our entire community of learners. Our professional educators will work together to ensure success for all students. Miami Edison Middle School has Collaborative Leadership in place. Stakeholders will be actively involved in the decision making process. As such, team leaders, department chairpersons, EESAC and PTSA will work together to develop, engage and monitor the areas above listed.

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.

Miami Edison Middle School

VISION

The vision of Miami Edison Middle School is to provide instruction that focuses on literacy, structured thinking skills, and technologically enriched learning experiences. The first goal is to provide a supportive, structured learning environment that prepares our community of learners for higher education and/or the workplace. The second goal is to expand the academic, social, and emotional development of each individual. The third goal is to actively engage the parents and the community in the educational process of the school. Ultimately, the staff and community of Miami Edison Middle School believe that all children can learn.

MISSION

The mission of Miami Edison Middle School and its community is to provide a safe and nurturing learning environment that provides quality educational experiences for all students. We utilize a variety of assessment and program evaluation data to design effective strategies and activities that assist our students in improving their mastery of reading, writing, mathematics, science, and academic excellence in all disciplines. The staff of Miami Edison Middle School is seeking to establish a culture wherein staff and parents work together to support, nurture, and acknowledge our children in their accomplishments. We accept these responsibilities and are confident that these strategies will assist us in helping our students achieve higher levels of academic performance.

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 educational success for all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Miami Edison Middle School, a Title I site, provides educational services to students in grades six through eight. Instruction is offered through standard curriculum utilizing a block schedule. The curriculum, the enhanced technology, student-teacher-progression program, teaming, and ongoing professional development activities are all combined to meet the challenging performance standards outlined by the Sunshine State Standards, and the No Child Left Behind Public Law 107-110.

Miami Edison Middle School is comprised of approximately 117 full and part time employees. There are 15 percent White, non-Hispanic, 63 percent Black, 18 percent Hispanic, and 3 percent Asian/American Indian.

Twenty-two percent of our teachers at Miami Edison Middle School have earned a master's degree, 9 percent obtained a specialist degree and 2 percent who have earned a doctorate degree. Approximately 13 percent of the instructional staff are beginning teachers. The pupil/teacher ratio is 20:1. The instructional staff has an average of 11 years teaching in the state of Florida. The overall average attendance for staff is 95 percent.

Approximately 17 percent of the students enrolled are in the Special Education (SPED). The SPED program includes instruction for the students who are Educable Mentally Handicapped (EMH), Severely Emotionally Disturbed (SED), Physically Impaired (PI), Speech Impaired (SI), Trainable Mentally Handicapped (TMH), Profoundly Mental Handicapped (PMH), Varying Exceptionalities (VE), and Gifted. All students in the SPED program, except for the TMH, PMH, and some PI participate in the inclusion model for their core subject instruction.

A school wide emphasis is placed on improving reading and mathematics skills through the utilization of computerized programs such as Reading Plus, Read 180, Cognitive Tutor, and Bridges to Algebra. Our teachers meet weekly to analyze the results of our writing across the curriculum activities and to determine areas of concern that need to be addressed.

Furthermore, we implement the Comprehensive Reading Plan, CRISS strategies, and Reciprocal Teaching. These strategies are ongoing in all classes. In addition, the "Read and Feed Program" provides students, during homeroom, a nutritious breakfast in their classroom to start their academic day. The organizational structure of the school includes our Student-Teacher-Progression Program (STP). The process provides a three-year teacher student relationship, sixth through eighth grades, with two teams per grade level. In addition to STP, the teaming process requires each interdisciplinary group to maintain points each nine weeks. Team members, who include the students, teachers, and parents, earn team points daily via attendance, wearing school uniforms, positive behavior and volunteering.

School Foundation

Leadership:

Miami Edison Middle School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups, including the Educational Excellence School Advisory Council. Professional and personal growth opportunities are encouraged for staff in order for them to make informed decisions. Miami Edison Middle School encourages new and innovative ideas as evidenced by the implementation of our school reform. 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. Our students are provided with access to a mentoring system that addresses academic deficiencies, enhancement as well as behavioral issues. Miami Edison Middle School seeks to provide a variety of quality educational experiences for its students and provides all stakeholders with multiple opportunities for input.

According to the Organizational Performance Improvement Survey, the overall results demonstrated the following information:

Management, Analysis, and Knowledge Management 4.1

Leadership	4.0
Customer and Market Focus	4.0
Human Resource Focus	4.0
Business Results	3.9
Strategic Planning	3.8
Process Management	3.8

Our lowest area in the survey were Strategic Planning and Process Management. In order to target these areas, the administrative team is working with the five interdisciplinary teams to review the data from the 2006 FCAT as well as the tri-weekly tests administered in each content area.

In these conferences, the team(s) of teachers review the data and plan a corrective action that will be implemented immediately. The grade level administrator along side the teachers work together to ensure gains in the next tri-weekly exam.

Miami Edison Middle School believes in the teaming concept. Student-teacher-progression (STP) provides for a cohesive, structured program. In addition, collaborative planning time is an ongoing process at our school for all five teams. The professional planning period affords teachers an opportunity to network and share two or three times per week (100 minutes blocks with alternating A/B days, periods 1, 3, 5 or 2, 4, 6). These teams will be looped for three years. Thus, team leaders and counselors work together to monitor students throughout the years. Students who are struggling in the advanced classes are addressed through student/parent/counselor conferences. The team convenes during their common planning period to assist in student achievement.

District Strategic Planning Alignment:

At Miami Edison Middle School, we align the district goals 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 Miami Edison Middle School has established measures 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 create our Professional Excellence Plan (PEP) that reflects the specific needs of our students and community. Several community organizations interact with our stakeholders, staff, parents, and the community to provide additional student support. The other external support groups, also considered stakeholders, include the Police Athletic League, 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 Snapshot Staff Self-Assessment Survey, and Taking a Good Look at Instructional Technology (TAGLIT) as well as Organizational Performance Improvement Survey provide feedback from all stakeholders as to the progress the school is making in specific areas such as technology.

Faculty & Staff:

Miami Edison Middle School is comprised of approximately 117 full and part time employees. There are 15 percent White, non-Hispanic, 63 percent Black, 18 percent Hispanic, and 3 percent Asian/American Indian.

Twenty-two percent of our teachers at Miami Edison Middle School have earned a Master's degree, 9 percent with a Specialist degree and 2 percent who have earned a Doctorate degree. Approximately 13 percent of the instructional staff are beginning teachers. The pupil/teacher ratio is 20:1. The instructional staff years of teaching in Florida are 11 years. The overall average attendance for staff is 95 percent.

Miami Edison Middle School faces annual difficulty in maintaining certified teachers. Many teachers want to reduce their commute time to work, and as a result transfer to schools closer to their homes. Critical shortage area teachers are difficult to recruit district wide and present an even greater concern for inner city schools such as ours. Instructional delivery improvement is an important focus of staff development at our school. Many staff members have incorporated new methods for instructing our students, but as always, there remains opportunity for continued improvement. Our students require a great deal of teacher-student interaction, and some staff members have not fully adapted their teaching style to meet this need.

New teachers have been paired with a mentor teacher to support and assist them through the learning process of a first year teacher. There are approximately 10 members participating in the Professional Growth Team (PGT). Along with the ten members is an assistant principal overseeing the process. The ten teachers include professional educators from all subject areas. The intensive training provided to the team included assistance in mentoring new teachers as well as veteran teachers in delivery of instruction and classroom management, opportunities for teachers to observe

and analyze lessons, students' and teachers' performance and share best practices for student achievement.

The PGT works in correlation with PACES to provide support to the annual contract teacher or others in need of professional growth. In addition, one to one mentorship is provided by a member of the professional growth team as well as by the team leaders. The team of teachers meets three times a week before school for twenty minutes. Common team planning promotes collaboration and dialogue among the teachers.

Data/Information/Knowledge Management:

All the teachers of Miami Edison Middle School have been authorized to view the Student Performance Indicators (SPI). Additional training and refresher pointers will be utilized throughout the year on the importance of using this data to determine the instructional needs as well as the teaching-delivery process in the classroom.

The student-teacher-progression program (STP) provides for a cohesive, structured program for the students. In addition, collaborative planning time is an ongoing process at our school for all teams. The professional planning period affords teachers an opportunity to network and share three times per week (two ninety minute blocks and one sixty minute period).

The Continuous Improvement Model (CIM) will continue at Miami Edison Middle School. It is a data-driven, results oriented school reform effort that successfully integrates effective school research. The school will participate in tri-monthly assessments using Edusoft. The results will be reviewed with each team and then reviewed with students. These results will be a part of re-teaching concepts missed and will provide direction for enhancements of concepts mastered.

Miami Edison Middle School will work more closely with local universities to serve as a training site for college students to complete field experience and internship. Even though we have a majority of the staff CRISS trained, teachers are not adequately transferring the new information into classroom practices. Greater emphasis must be placed on monitoring the effective implementation of the CRISS strategies. It is intended that CRISS strategies be used daily.

Education Design:

The staff of Miami Edison Middle School is implementing the student-teacher-progression program. This process provides for a structured, cohesive three-year teacher-student program. In addition, the "Read and Feed" program has provided an avenue to reduce the number of students late to or absent from school. The "Read and Feed" program is conducted during homeroom. This process begins our academic day.

There are five unique interdisciplinary teams. These teams share the same group of students as well as a common planning period. Attendance rates are being monitored through the teams. As team points are earned for high attendance, incentives are awarded to the team maintaining the highest points at the end of the nine weeks. Through teaming and Student-Teacher-Progression, attendance rates and academic achievement have improved. Also, suspension rates have decreased.

The computer laboratory in the media center, one of many, serves as a resource to students, staff, community members, as well as region and district personnel. Data derived from the San Diego Quick is used to determine appropriate reading materials for all students during their daily reading time. Staff uses the data from the WSPI, San Diego Quick and FCAT Reading scores to assist students throughout their academic process. The extended day is

being implemented to remediate and enhance students in preparation for the FCAT. After school tutoring is offered to students with home learning activities as well as those in need of academic support. Students who score at an achievement level 1 or 2 in reading and mathematics are offered one-to-one assistance before and after school. The staff of our student services program provides training in crisis management, conflict resolution and mediation for students. Students are also given career guidance and counseling with school to career activities.

Performance Results:

During the 2006-2007 school year, Miami Edison Middle School will continue to lower the suspension rate and incident reporting. The goal of Miami Edison Middle School is to increase attendance by two percent. Our current average percentage rate is 92.74. We believe that students must be in school in order to make academic achievement.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Miami Edison Middle School faces annual difficulty in maintaining certified teachers. Many teachers reduce their commute time to work, and as such transfer to schools closer to their home. Critical shortage area teachers are difficult to recruit district wide and present an even greater concern for inner city schools such as ours. Instructional delivery improvement is an important focus of staff development at our school. Many staff members have incorporated new methods for instructing our disadvantaged students, but as always, there remains opportunity for continued improvement. Our students require a great deal of teacher-student interaction, and some staff members have not fully adapted their teaching style to meet this need.

• Highly Qualified, Certified Administrators:

Richelle Thomas, Principal

Ms. Thomas is in her first year as Principal of Miami Edison Middle School. As newly appointed principal she is focused on maintaining a high level of academic achievement through the implementation of the Continuous Improvement Model. She has earned a B.S. in Elementary Education, M.S. in Educational Leadership and is currently a candidate for a Doctoral degree in Organizational Leadership. In her experience as a school site administrator she has served as curriculum AP working collaboratively with students, staff, and administrative teams to increase student achievement. Additionally, Ms. Thomas formed a mentoring program for new teacher support, has maintained Professional Development Calendars, developed School Improvement Plans, monitored Title I records, and created/managed Master Schedules with emphasis on Low Level students, in conjunction with providing Advanced Placement opportunities for high achieving students, while adhering to low class size initiatives. Throughout her professional career, Ms. Thomas has worked with “at risk” student populations as a Case Manager and Program Director for Drop-out Prevention programs and Stay-In-School Counselor for a local community-based Social Service Agency, and as a School-to Work Facilitator, Elementary Education Instructor, Recruitment Coordinator, Administrative Assistant, and Assistant Principal exclusively at Title-I schools. She has facilitated staff development on curriculum integration, increasing school partnerships, dropout prevention paradigms, parental involvement strategies, and customer-focused student services department as a part of these experiences.

Miami Edison Middle School has three assistant principals: Courtney Collier, Angela Kemp and Gactjens Saint-Hilaire.

Ms. Courtney Collier is in her first year as an Assistant Principal at Miami Edison Middle School. Prior to this appointment, Miss Collier taught mathematics at Hammocks Middle School from 1999 – 2006. Her leadership capacities included department chairperson, EESAC committee member, and peer teacher mentor. Miss Collier had an opportunity to do a summer internship as an assistant principal in 2004. Prior to coming to Hammocks Middle School, Miss Collier taught mathematics and served as a team leader from 1991 – 1999 at Deerlake Middle School in Tallahassee, Florida. While teaching at Deerlake, Miss Collier successfully implemented an in-house peer teacher mentoring program.

Ms. Collier attended Florida Agriculture and Mechanical University, earning a Bachelor’s degree in Mathematics Education in 1991 and Nova Southeastern University, earning a Master’s degree in Educational Leadership. Currently Miss Collier is a doctoral student at Nova Southeastern University studying the effects of decreasing unexcused absences and truancy in a secondary school setting.

Ms. Angela Kemp is a third year Assistant Principal at Miami Edison Middle. Through the Student-Teacher-Progression Program

(STP), Ms. Kemp is currently the sixth grade administrator. Prior to her arrival, Ms. Kemp taught at her Alma Mata; Miami Northwestern Senior High Community School from 1997-2004 and Miami Norland Senior High School from 1996-1997 as a language arts teacher. During her previous years as a teacher, she served in various leadership capacities. Some of those leadership positions consists of; Language Arts Departmental Chairperson from 1999-2002, Testing Chairperson 2002-2003, and Assistant Athletic Director for the 2003-2004 school year. She has also served on a number of committees such as FCAT Advisory, SACS, EESAC, and SPEP. She has implemented improvement activities and initiatives that include before and after-school, Saturday and pull-out tutorials, intensive FCAT enhancement, as well as facilitated numerous staff development workshops; focusing on individualized student instruction and promoting student achievement.

Ms. Kemp has had the opportunity of working with the Office of Summer Services in the summer of 2004 and 2006 and was the administrator of Miami Edison Middle School for Passport to Explorations 2005. Thus, being a first year administrator leading the school with a clear vision and high expectations, facilitating summer services at Miami Edison Middle School. Ms. Kemp has been the administrator directly responsible for reading (since 2004), and writing (since 2005) showing an increase in overall student performance on the 2005 and 2006 FCAT Reading Assessment and facilitating instruction and monitoring implementation of individualized instructional lessons, assisting in 91% of eighth grade students scoring at 3.0 and above on the 2006 FCAT Writing Test, scoring the highest in Miami Edison Middle School's history. This year, Ms. Kemp is directly responsible for the Reading and Language Arts Departments, and the implementation of reading and writing across the curriculum as well as the instructional lesson plans for the School Improvement Zone (SIZ) extended day's AM/PM Reading Literacy classes with assistance from the Reading Coach(es) and Curriculum Support Specialist. She is also responsible for the Exceptional Student Education Department. From the cooperative efforts of the faculty and staff, along with the diligent efforts of students in grades six through eight, the school is expected to continue to demonstrate an increase in development scores as well as learning gains in all areas on the 2006 FCAT.

Prior to Ms. Kemp's employment with the Miami-Dade County Public School System, she attended Florida A & M University, earning a Bachelor of Arts degree in English in 1996, graduating on the Dean's List, a Master's Degree in English from Nova Southeastern University in May 1998, and a Specialist's Degree in Educational Leadership in January 2000, while completing over 300 volunteer hours as intern assistant principal under the direction of Nova Southeastern University and Miami Northwestern Senior High Community School. Ms. Kemp plans to enroll in a doctoral program at Nova Southeastern University.

Mr. Gactjens Saint-Hilaire has been at Miami Edison Middle School since October 2002. He started his administrative career as a seventh grade assistant principal. Because of the Student Teacher Progression followed by the school, Mr. Saint-Hilaire has served as an assistant principal from grades 6-8. For the past two years, Mr. Saint-Hilaire has implemented an Early Bird Educational Enhancement Program (EBEEP) for all the students at Miami Edison Middle from 6:40 A.M. to 7:40 A.M. to assist students with their educational needs before school begins each day.

Mr. Saint-Hilaire is a product of Miami Dade County Public Schools system where he graduated from Miami Central Senior High in 1988. He earned his Bachelor's degree from North Carolina A & T State University in finance, a Master's Degree from Florida Atlantic University in Educational Leadership and a Specialist Degree in Mathematics Education from Florida State University. Currently, Mr. Saint-Hilaire is a doctoral student at Nova Southeastern University studying the effect technology has on teaching mathematics as it relates to student achievement as measured by the Florida Comprehensive Assessment Test.

Six years prior to his tenure at Miami Edison Middle School, Mr. Saint-Hilaire was a math teacher at John F. Kennedy Middle School. He transferred to Howard D. McMillan Middle School in 1999 as a math teacher and served as team leader for three years. While at Howard D. McMillan Middle School, he was very actively involved in most of the decision making process at the school.

• Teacher Mentoring:

New teachers have been paired with a mentor teacher to support and assist through the learning process of a first year teacher. There are approximately 10 members participating in the Professional Growth Team (PGT). Along with the ten members is an assistant principal overseeing the process. The ten teachers include professional educators from all subject areas. The intensive training provided to the team included assistance in mentoring new teachers as well as veteran teachers in delivery of instruction and classroom management, opportunities for teacher to observe and analyze lessons, students' and teachers' performance and share best practices for student achievement.

The PGT works in correlation to PACES to provide support to the annual contract teacher or others in need of a professional growth team. In addition, one to one mentorship is provided by a member of the professional growth team as well as by the team leaders. The team of teachers meets three times a week before school for twenty minutes. There is a common team planning period which promotes collaboration among the teachers.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) chaired by Taj C. Echols meets monthly to review data as well as field suggestions from staff, parents community members and stakeholders. The principal and other staff members provide information for clarification. In addition, EESAC provides financial support to teachers upon request. Members of the EESAC committee also solicit and encourage the support of volunteers. The EESAC committee assists in providing input in the School improvement Process. They also fulfill wish lists for teachers. Teachers use the wish list to request materials for student use. If the EESAC members agree, the wish list is granted. Through these grants teachers and students benefit and promote academic achievement for all.

• Extended Learning Opportunities

At Miami Edison Middle School, we provide before and after-school, and Saturday tutorial. The Early Bird Educational Enhancement Program initiated by Mr. Saint-Hilaire, 7th Grade Assistant Principal, is offered daily from 6:40 am to 7:40 am. The All-Stars After School and Hip-Hop tutorial program is offered daily from 3:40-5:15 p.m. Both programs encompass FCAT benchmarks into instructional lesson plans as well as utilizing school-wide computerized assistance instructional (CAI) programs such as Classworks, Reading Plus, and READ 180, 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 an additional hour. Since, Miami Edison Middle School has incorporated an additional 100 minutes of instructional time that focuses on intensive reading and mathematics skills school-wide, students have demonstrated an overall improvement. All teachers, counselors, media specialist, coaches, and curriculum support specialists, work cooperatively, serving as Professional Educators, providing additional assistance that meets the needs of all students in grades six through eight. All students in grades six through eight are grouped according to FCAT achievement level in all extended learning opportunity programs.

By grouping our students, we can target the needed areas of improvement. Level 1 and 2 are reinforced in the benchmarks learned in their core courses. 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. Bump up groups participate in pull out sessions with the grade level administrator as well support personnel one month prior to the FCAT administration. By doing so, our students are focused on their areas of deficiency in reading, writing, and mathematics.

Mock FCAT testing in reading, writing, mathematics and science occur once a month. Students move to testing locations with their proctor to ensure a sense of comfort with the test setting in preparation for the FCAT administration. This allows students to

get acquainted with test materials and time frame. FCAT Mock testing provides opportunities for students and staff to be familiar with proper testing procedures and have a smooth transition for the administration of the test.

• **School Wide Improvement Model**

The Continuous Improvement Model (CIM) will be used at Miami Edison Middle School. It is data-driven, results oriented school reform that successfully integrates the philosophies of Effective School Research. The school will participate in tri-monthly assessments using Edusoft. The results will be reviewed with each team and then reviewed with students.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Increase overall student performance and reading comprehension skills as evidenced on the 2007 FCAT Reading Assessment.

Needs Assessment

Based upon the analysis of data on the 2006 FCAT Reading Assessment, there is a need to target students in grades 6-8 scoring at FCAT achievement level 1 as well as the No Child Left Behind (NCLB) subgroups; Black, Hispanic, and White by providing on-going intensive instruction focusing on the Sunshine State Standards (SSS) and FCAT Reading Benchmarks.

Based on a comparison of 2004-2006 FCAT data, cluster analysis trends indicate that students in grades 6-8 continue to demonstrate a weakness in Reference/Research and Words/Phrases. Staggering results specifically shows that students demonstrated a slight increase in the two clusters in 2005 but not in 2004 or 2006. In 2004, Main Idea/Purpose and Comparison were the two clusters that students showed a decrease in mastery, but in 2006 demonstrated a slight increase. Instruction must continue to be geared toward SSS and FCAT benchmarks relative to cluster grouping in order for students to demonstrate mastery in all 4 clusters.

Students in grades 6-8 will demonstrate an increase in the area of reading based on a comparison of the 2006 and 2007 FCAT Reading Assessment.

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

Given instruction based on the Sunshine State Standards (SSS), students in grades 6-8 will improve reading comprehension skills as evidenced by 51 percent scoring at FACT achievement level 3 and above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), at least 50 percent of the students in the lowest quartile must demonstrate learning gains in the area of Reading as evidenced on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Black students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 an above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 an above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), White students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 an above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), free and reduced lunch students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 an above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Limited English Proficient students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 an above on the 2007 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Student with Disabilities students will improve reading skills as evidenced by 51 percent scoring at FCAT achievement level 3 an above on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer a variety of instructional strategies that include differential, flexible and project-based instruction to meet varied levels for all	Administrators Department Chair Reading and Language Arts	08/07/06	05/25/07	Continuous Improvement Model	\$0.00

students.	Teachers Before, After-school, and Saturday academy Teachers Reading Coaches Curriculum Support Specialists Tutorial Coaches Exceptional Education Teachers Paraprofessionals				
Continue to meet district criteria by having counselors and administrators schedule students based on reading FCAT levels providing for 150 minutes of literacy daily including Extended Day, and utilize coaches to create school-wide instructional lessons.	Administrators Counselors Reading Coaches	07/24/06	05/25/07	Continuous Improvement Model	\$0.00
Provide an additional "dose" of literacy through mandatory reading classes and extended day/year AM/PM literacy as well as "back-to-back" language arts and reading instructional classes taught by the same teacher for students enrolled in Reading Plus classes.	Administrators Counselors	07/24/06	05/25/07	Continuous Improvement Model	\$0.00
Utilize the Read XL research-based technology program to supplement text series and provide course specific assessments to increase students' 2007 FCAT achievement levels	Reading Teachers ESE Teachers Administrators Computer Lab Teacher	08/07/06	05/25/07	Continuous Improvement Model	\$0.00
Continue to implement the highly productive co-teaching inclusion model to increase the percentage of students with disabilities (SWD) being serviced in the "regular" setting as well as provide modifications for varied learners.	Exceptional Student Education Teachers Administrators Paraprofessional Exceptional Student Education Program Specialist	08/07/06	05/25/07	Continuous Improvement Model	\$0.00
Locate funds to purchase and utilize the updated versions of READ 180, Read XL, Reading Plus and River Deep computerized instructional program(s) to serve as additional instructional tools for students (specified targeted FCAT achievement level 1 and 2) during reading and language arts classes, before and after-school, and Saturday Academy.	Administrators Department Chair Reading and Language Arts Teachers Before, After-school, and Saturday academy Teachers Reading Coaches Curriculum Support Specialists Tutorial Coaches Exceptional Education Teachers Paraprofessionals	07/24/06	05/25/07	Continuous Improvement Model	\$32000.00
Continue to implement on site staff development activities, in depth data analysis	Administrators Team Leaders	08/07/06	05/25/07	Continuous Improvement Model	\$0.00

<p>in small learning communities (teams) during 30 early release Wednesdays for approximately 1.5 hours beyond the regular work day for approximately 60 teachers and 8 paraprofessionals. The in depth data analysis and plan of actions would include the results of varied progress monitoring assessments (i.e. DAR, FORF, Maze tri-weekly assessments, FCAT Mock test, EDUSOFT) and team/grade level strategic plans.</p>	<p>Reading Coach(es) Curriculum Support Specialist Department Chair Counselors Interdisciplinary Academic Teams</p>				
<p>Attend staff development/workshops such as; CRISS strategies, development of Curriculum Mapping, implementation of Progress Monitoring Assessments, Continuous Improvement Model (CIM), Rigorous Reading Program, Initiatives for Secondary School Reform, and the implementation of technology and the school media center as a primary strategy for continued academic achievement providing stipends for participants and facilitators.</p>	<p>Administrators Reading Coaches Curriculum Support Specialist Department Chairs Media Specialist</p>	08/07/06	05/25/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Computerized Assistance Instructional Programs (CAI); READ 180, Reading Plus, River Deep

Instructional Textbook and related series; (McDougal Little) The Language of Literature Textbook Series, Read XL

Corrective Models/Plans; Continuous Improvement Model (CIM), Comprehensive K-12 District Research-Based Reading Plan (CRRP), Rigorous Reading Program

Professional Development

Professional Educators at Miami Edison Middle School will attend varied district, region, state, and school workshops;

READ 180

Reading Plus

Read XL

Maze

Florida Oral Reading Fluency Probe (FORF)

Diagnostic Assessments of Reading (DAR)

Rigorous Reading Plan

Continuous Improvement Model (CIM)

CRISS Strategies

Initiatives for Secondary School Reform

Curriculum Mapping

Instructional Focus Calendar

Differentiated Instruction

Student Performance Snapshot(SP)

EDUSOFT

Comprehensive K-12 District Research-Based Plan (CRRP)

FLARE

Evaluation

The strategies above will be evidenced by:

Reading resource personnel coaching/curriculum log

Review and analyze data reports of progress monitoring assessments (through EDUSOFT), WSPI, Snapshot, READ 180 and Reading Plus computerized assistance instructional program(s) and assessment results from Oral Reading Fluency Probe (FORF), Maze, Diagnostic Assessments of Reading (DAR) and Interim Assessment District Test.

Intensive drop-in/pull-out, as well as before and after-school tutorial sessions attendance/sign-in roster

Saturday academy attendance/sign-in roster

Targeted subgroups data based on the 2007 FCAT Reading Assessment

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Given instruction using the Sunshine State Standards (SSS), an increase mathematics performance of all students will be achieved in the 2007 FCAT math compared to 2006.

Needs Assessment

An analysis of the 2006 data revealed that 79 percents of students in grades 6-10 have not met high standards in mathematics. Cluster data revealed the following:

6th Grade

- 53 points deficiency in comparison to the District
- The data revealed a 60 point deficiency in all content clusters in comparison to the state

7th Grade

- 30 points deficiency in comparison to the District average
- The date revealed a 40 point deficiency in all content clusters in comparison to the State.

8th Grade

- 43 points deficiency in comparison to the District average
- The data revealed a 53 point deficiency in all content clusters in comparison to the State.

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

Given instruction using the Sunshine State Standards, the percentage of students tested scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of free or reduced lunch students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students with Disabilities scoring at FCAT Achievement Level 3 or higher will increase to 56 percent or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a variety of instructional strategies to include differentiated instructions, project-based instructions, and small group rotation models by making use of the 4-7 computers that are available in every regular math teachers.	Curriculum Support Specialists - Department Chair Mathematics-teachers - District Support	08/07/06	05/25/07	District Strategic Plan	\$0.00
Provide additional help to students through pull out and drop in tutoring from elective classes.	Administrators Mathematics Coaches Elective Teachers	10/30/06	03/23/07	District Strategic Plan	\$0.00
Integrate the Algebra I Cognitive Tutor into all Algebra I classes, Bridge to Algebra into All Pre-Algebra classes, and Algebraic Thinking into all Levels 1 and 2 in Grades 6 and 7.	Administrators Mathematics Coaches Mathematics Teachers Program Consultants	08/07/06	05/25/07	District Strategic Plan	\$0.00
Schedule all level 1 and level 2 students in Grades 6-8 in groups and provide ongoing	Administrators Mathematics Coaches	08/07/06	05/25/07	District Strategic Plan	\$0.00

support to the teachers.	Counselors				
Implement the co-teaching inclusion model (Students With Disabilities).	Administrators - ESE Teachers - Mathematics Teachers - Counselors	08/07/06	05/25/06	Inclusion	\$0.00
Provide in-classroom support to all mathematics teachers by modeling lessons in the classrooms.	Administrator -Mathematics Coaches - Program Consultants	08/07/06	05/25/07	District Strategic Plan	\$0.00
Implement periodic benchmark assessments (Tri-Weekly) utilizing the data to drive instruction in all grade levels.	Department Chair Math Coaches Math Teachers Administrators	08/07/06	05/25/07	District Strategic Plan	\$0.00
Provide continuous support to all mathematics teachers in the area of technology in order to encourage technology integration into the mathematics curriculum.	Principal-Assistant Principal - District Support personnel, computer support technicians, and curriculum specialists.	08/07/06	05/25/07	Continuous Improvement Model	\$0.00
Implement a "Problem of the Day" in all mathematics classes in order to make sure students are familiar with FCAT type problems.	Administrators - Mathematics Coaches	08/07/06	05/25/07	Academic Teams	\$0.00

Research-Based Programs

Cognitive Tutor Algebra I, Cognitive Tutor Bridge to Algebra, Glencoe/McGraw Hill, Holt Mathematics Textbook series, Riverdeep, and Snapshot.

Professional Development

Professional development will be provided to teachers and appropriate staff using in-house experts, district personnel, and program consultants during the extended professional development day and professional planning days. Cognitive Tutor training will be provided to all Pre-Algebra and Algebra I teachers, Algebraic Thinking to all Levels 1 and 2 teachers in Grades 6 and 7, training on how to use the SMART boards, and rotation model training on how to utilize the available computers in the classroom.

Evaluation

The strategies above will be evidenced by:

Mathematics resource personnel coaching log, regularly administered assessments (tri-weekly), District Interim Assessments, teacher-developed assessments, Cognitive Tutor Reports, and the 2007 FCAT Mathematics Test results.

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:

Increase number of students in grade eight scoring at 3.5 and above based on Miami Edison Middle School Scorecard requirement as evidenced by the 2007 FCAT Reading Test.

Needs Assessment

Results of the 2006 FCAT Writing Test indicates that 69.78 percent of the students in grade eight are meeting state standards in the area of writing.

Based upon the analysis of data on the 2006 FCAT Writing Test, there is a need to target all students in grade eight and continue to provide on-going intensive instruction focusing on both Expository and Persuasive Writing, the FCAT Writing Rubric, and the format of the newly implemented FCAT Writing+.

Previous data indicates that students in grade eight demonstrated tremendous gains on the 2006 FCAT Writing Test. Specifically, data reflects that 69.78 percent scored at 3.5 and above on the 2006 FCAT Writing Test demonstrating an increase of 13.58 percentage points compared to the 56.20 percent on previous year's 2005 FCAT Writing Test.

In order to continue to meet state standards in the area of writing, at least 71.3 percent of students in grade eight must score at 3.5 and above on the 2007 FCAT Writing Test. The need to continue practice of the writing process, types of writing (i.e. models of expository and persuasive writing), and elements of writing (i.e. focus, support, organization, conventions) will continue to be implemented across the curriculum.

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"/>											

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grade eight will improve writing skills as evidenced by 71.2 percent of the students scoring 3.5 and above on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the co-teaching inclusion model to service Students With Disabilities (SWD) as well as provide accommodations for varied learners.	Administrators Exceptional Student Education Teachers Exceptional Student Education Department Chair Exceptional Student Education Program Specialist	08/07/06	05/25/07	Continuous Improvement Model	\$0.00
Utilize the coaching model to focus on writing across the curriculum through the implementation of intensive drop-in and pull-out tutorial program(s)/model.	Administrators Reading Coach(es) Curriculum Support Specialist Exceptional Student Education Teachers Paraprofessionals Tutors	08/07/06	05/25/07	Continuous Improvement Model	\$0.00
Provide tutorial opportunities for targeted students (low performing students- scoring 0 – 3.0 and bubble/bump-up students- scoring 3.5 or higher) utilizing Exceptional Student Education Teachers, Reaching Coaches, Curriculum Support Specialist, Paraprofessionals, and high performing students as peer models to provide and assist in the implementation of intensive instruction focusing on writing strategies/techniques and evaluated bi-weekly assessments .	Administrators Reading Coach Curriculum Support Specialist Exceptional Educational Education Teachers Paraprofessionals Tutors Team Leaders Department Chair	08/07/06	05/25/07	Continuous Improvement Model	\$0.00
Continue to focus on disaggregated data from results of students' rubric scores from Mock FCAT Writing Test(s) and Learning Express, and meet weekly to devise team/grade level strategic plans to assist with student's deficiencies in the area of writing.	Administrators Team Leaders Counselors Adminstrator(s) Reading Coach Curriculum Support Specialist	08/07/06	05/25/07	Continuous Improvement Model	\$0.00
Provide Professional Educators with staff development/workshops such as; CRISS	Administrators Reading Coaches	08/07/06	05/25/07	Continuous Improvement Model	\$0.00

strategies, sharing of best practices, development of Curriculum Mapping, Continuous Improvement Model (CIM), Rigorous Reading Program, Initiatives for Secondary School Reform, and the implementation of technology as a primary strategy for continued academic achievement.	Curriculum Support Specialist Department Chairs Media Specialist				
Continue to utilize Learning Express, district and state printed instructional documents as well as the language arts textbooks writing component computerized instructional discs, as an additional instructional lesson plan/tool in language arts and the extended day classes.	Administrators Reading Coach(es) Curriculum Support Specialist	08/07/06	05/25/07	Continuous Improvement Model	\$0.00

Research-Based Programs

6-Traits of Writing Model
Learning Express

Professional Development

Professional Educators will attend school site, district, state, and regional workshops to include:

Learning Express
FCAT Writes Rubric Scoring
6-Traits of Writing Model
Writing Across the Curriculum

Evaluation

The strategies above will be evidenced by:

Reading resource personnel coaching log

Review and analysis of data reports from FCAT Writes Mock Assessments and Learning Express

Intensive drop-in and pull-out tutorial, before and after-school, and Saturday school sign-in sheets

Results from the 2007 FCAT Writing 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

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

Needs Assessment

The results of the 2006 Science test administration of the FCAT reflect that 4 percent of students met high standards. Therefore eighth grade students need improvement in the area(s) of Physical/Chemical, Earth/Space, Life/Environmental and Scientific Thinking as evidenced by 29 percent, which need to meet this requirement. This year concerted instructional effort in this area should result in an increase in student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their science skills as evidenced by 29 percent reaching the state required mastery level as documented by scores of the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage students in science investigation, including science projects and exhibits	Administrators/ Department Chairperson/ Science Teachers	08/07/06	05/25/07	Continuous Improvement Model	\$0.00
Integrate CRISS strategies throughout science instruction	Administrators/ Department Chairperson/ Science Teachers/ Curriculum Support Specialist	08/07/06	05/25/2007	Continuous Improvement Model	\$0.00
Integrate CRISS strategies throughout science instruction	Administrators/ Department Chairperson/ Science Teachers/ Curriculum Support Specialist	08/07/06	05/25/2007	Continuous Improvement Model	\$0.00
As a continuation to the ongoing TEC provided on-site staff development training provide funding for 10 half-day staff development/workshops such as; CRISS strategies, Best Practices, data analysis, development of Curriculum Mapping, implementation of, Continuous Improvement Model (CIM), Rigorous Reading Program, Initiatives for Secondary School Reform, and the implementation of technology and the school media center as a primary strategy for continued academic achievement.	Administrators Reading and Mathematics Coaches Curriculum Support Specialist Department Chairs Media Specialist	08/07/06	05/25/2007	Continuous Improvement Model	\$13000.00
Utilize Atomic Learning computerized instructional program to serve as additional instructions for all student.	Administrators/ Department Chairperson/ Science Teachers/ Curriculum Support Specialist	08/07/06	05/25/2007	Continuous Improvement Model	\$0.00
Implement science curriculum map to ensure coverage and mastery of SSS benchmarks	Administrators/ Department Chairpersons/ Curriculum Support Specialist/ Science Teachers	08/07/06	05/25/2007	Academic Teams	\$0.00
Provide and encourage professional development activities on a weekly basis which strengthen the teachers' skills and	Administrators, Science Coach, Science Department Chairperson, Science Teachers	08/07/06	05/25/07	Continuous Improvement Model	\$0.00

science strategies which assist students in meeting the Sunshine State Standards.	
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Research-Based Programs

Science Voyages State Adopted Series for grades six through eight.

Professional Development

Data analysis: linking data to instruction

Creating Independence through Student-owned Strategies (CRISS)

Instructional focus through professional development on Mondays and Friday targeting reading strategies, data analysis and critical thinking skills

Evaluation

Scores of the 2007 FCAT Science test will be used to evaluate this objective. In addition, School Improvement Zone Pre/Post Tests and Tri-Weekly 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Increase communication and participation between the parents and the school

Needs Assessment

Active parental engagement is the key facet to continuous student progress. There is a major need for ongoing parental involvement through the interdisciplinary teams or small learning communities. Many of the parents have had little to no schooling in their native country of Haiti. Through the “grapevine communication network” parents are encouraged to attend our resource center that is open throughout the day and evening. There is a serious issue of trust and cultural norms that must be bridged in order to open or continue ongoing communication between the home and school. The school needs to extend a welcoming hand to parents and offer training and assistance in the programs in which they are asked to encourage, support and monitor the progress of their children.

Measurable Objective

At Miami Edison Middle School there are five interdisciplinary teams. Each team will recruit parents to volunteer and become active participants in their child's education. Therefore, each team will demonstrate an increase of at least two percent of parental involvement as compared to previous year Community Involvement 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 Community Involvement Specialist Social Worker	08/07/06	05/25/07	Community Partnerships	\$0.00
Work in conjunction with community partners to provide services to the students and their families to deal with crisis and family issues in the school.	Administrators Special Education Program Specialist Team Leader Community Involvement Specialist Social Worker	08/07/06	05/25/07	Community Partnerships	\$0.00
Upgrade website to enable parents to access their child's learning assignments and other pertinent information.	Administrators Technology team Team Leaders	08/07/06	05/25/07	Communities of Practice	\$0.00
Increase participation in organized committees such as EESAC, PAC, DAC and PTSA organizations as well as school activities.	Administrators EESAC President PTSA President	08/07/06	05/25/07	Community Partnerships	\$0.00
Recruit parents at Open House, monthly "Second Cup of Coffee Sessions", Team Meetings as well as office visitations to volunteer in a variety of activities in and out of the classrooms.	Administrators Team Leaders Community Involvement Specialist	08/07/06	05/25/07	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	08/07/06	05/25/07	Small Learning Communities	\$0.00
Provide parents with strategies given at scheduled parent-teacher conferences through the Team Leaders and Student Services personnel who will assist with information regarding student progress and course requirements	Administrators, Team Leaders, Guidance Counselors	08/07/06	05/25/07	Continuous Improvement Model	\$0.00

Research-Based Programs

National PTSA Standards for Parent and Family Involvement

Professional Development

The Community Involvement Specialists will attend monthly meetings as they pertain to the needs of the school and District requirement. Teachers will be trained in conferencing skills, and implement strategies on how to maintain a relationship with parents while recruiting other volunteers through the teams.

Evaluation

Upon completion of the 2007 school year, Team and Community Involvement Specialist logs will indicate an increase of five percent in parental participation at Miami Edison Middle School as compared to last year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Miami Edison Middle School will provide a safe and disciplined learning environment for all students. The school will promote programs and practices that facilitate a safe and disciplined environment for all students.

Needs Assessment

According to the District wide annual suspension report, data reveals that in 2005-2006, 178 students received student case management referrals. To impact discipline and safety we need to continue to focus on decreasing the amount of suspensions resulting from negative student behavior. The need is for peer mediation, alternatives to suspension and increased parental contact by teachers.

Measurable Objective

Given the need to reduce the number of suspensions, the rate of suspensions will decrease by three percent as measured by the annual suspension report during the 2006-2007 school year as indicated in the School Site Incentive Scorecard

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct and monitor all safety drills with the school resources officer. There will be a minimum of one drill per month.	Administrator School Resource Officer	8/7/2006	5/25/2007	Community Partnerships	\$0.00
Review safety procedures with all staff to ensure the safety and well being of all students and staff in an emergency.	Administrators/ Teachers	8/7/2006	5/25/2007	Communities of Practice	\$0.00
Monitor the facilities report in order to maintain the building safe for our students and staff. Target the safety to life issues immediately and report back to the district upon completion.	Full time Zone Mechanic Administrator	8/1/2006	5/25/2007	District Strategic Plan	\$0.00
Continue to implement and monitor the "Middle Moves and Transition Academy for incoming sixth graders using Classroom Inc.	6th Grade Administrator/ 6th Grade Counselor/ 6th Grade Team Teachers	8/7/2006	5/25/2007	District Strategic Plan	\$10000.00
Monitor suspension report by grade level administrator every nine week period and review with the teams the utilization of SCSJ as an alternative to outdoor suspension.	Administrator/ Team Leader/ Grade level counselor/ Trust Counselor	8/7/2006	5/25/2007	District Strategic Plan	\$0.00
Conduct school presentations on violence prevention and truancy by the Miami Dade County School Police	Administrators/ School Resource Officer	8/7/2006	5/25/2007	Community Partnerships	\$0.00
Introduce and Implement Peaceworks Mediation for Kids to provide alternative ways of conflict resolution.	Trust Counselor	8/7/06	5/25/07	District Strategic Plan	\$0.00

Research-Based Programs

Student-Teacher-Progression

Safe Passage Act

Project Proud (Peacefully Resolving Our Unsettled Differences)

Peaceworks Mediation for Kids

Professional Development

A safe learning environment is a main priority at Miami Edison Middle School. As such, open communication between the home and school are imperative. All teams of teachers will be trained in proper safety procedures. Monitoring of incident reports as well as suspension reports will be done each nine week period. Workshops with the guidance counselor on Project Proud, a violence reduction program, and Bullying Prevention will be conducted.

Evaluation

Upon completion of the 2006 school year, the District incident and suspension report will indicate a decrease by three percent at Miami Edison Middle School as compared to last year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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 7 STATEMENT:

Increase the overall computer usage across the curriculum and the familiarity and use of SMART boards and the electronic gradebook

Needs Assessment

Technology is a tool for improving and transforming teaching and learning to a higher degree of interaction. If used appropriately, technological tools may increase student achievement by improving the quality of the curriculum and instruction. As outlined in the National Educational Technology Standards (NETS) and the Secretary's Commission on Achieving Necessary Skills (SCANS) Report, students must possess essential skills that allow them to be effective learners in the 21st Century. According to the STAR profile, there exists a need to increase teacher and student use of technology. Integrating technology into all content areas will (1) increase basic creative and problem solving skills; (2) facilitate independent/self-directed learning through projects; and (3) produce quality products that demonstrate an understanding of content area.

Measurable Objective

Given an emphasis on the integration of technology in all content areas, students and staff will increase the use of technology by 10 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer a variety of instructional strategies that include differential and project based instructions to meet needs and interests of all students.	Department Chair, subject area coaches, Team Leaders, Administrators	08/07/06	05/25/07	Continuous Improvement Model	\$34971.00
Provide ongoing professional development and support in developing activities that support the strategies to ensure optimal student learning.	Media Specialist, technology support personnel	08/07/06	05/25/07	Mentoring Opportunities	\$34971.00
Implement a computer-based before and after school tutoring component.	Administrators, Select Teachers	08/07/06	05/25/07	District Strategic Plan	\$0.00
Provide training to all staff on how to incorporate technology into the classroom utilizing the SMART boards that are available as instructional tools.	Administrators, Consultants, Curriculum Specialists, In-House Teacher Experts	08/07/06	05/25/07	Continuous Improvement Model	\$0.00
Increase the amount of media equipment available for use in classroom.	Administrators, Media Specialists, Technical Support Team	08/07/06	05/25/07	District Strategic Plan	\$0.00
Ensure availability of web access and of electronic gradebook usage by all teachers.	Administrators, Computer Tech Team, District Support Personnel	08/07/06	05/25/07	District Strategic Plan	\$0.00
Increase the number of technology staff development activities	Administrators; Technology Coordinators	08/07/06	05/25/07	District Strategic Plan	\$0.00

Research-Based Programs

The following researched based technology programs will be utilized to impact students learning at Miami Edison Middle School:

Classworks Inc.
Cognitive Tutor Algebra I
Cognitive Tutor Bridge to Algebra
Read 180
Reading Plus

Professional Development

Professional development will be provided in the following areas:

SMART Boards
Reading Plus
Read 180
Cognitive Tutor
Riverdeep
FCAT Explorer
Excelsior Gradebook

Evaluation

1. Edusoft system and interim (chapter tests/quizzes) assessment data
2. Excelsior Gradebook printouts, Media logs, reports generated by Cognitive Tutor Algebra I, Cognitive Tutor Bridge to Algebra, Read 180, Reading Plus

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

Our goal at Miami Edison Middle School is to provide students with an opportunity to attain their optimal level of physical fitness, based on their age, through a carefully planned fitness program.

Needs Assessment

In order to properly assess both student fitness performance and programmatic success, students will take a pre-test for the baseline data. Based on last year's FITNESSGRAM, 200 students participated and 72 awards were issued (36 percent of the participants). Prior to last year, 38 percent of the students were award recipients. This represents a two percent decline. Based on this year's goal, we expect to have a total of 78 recipients or three percent increase from the previous year.

Measurable Objective

Students will demonstrate an increase compared to the previous year measurement of the FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create exercise activities designed to improve the physical fitness of the students enrolled in the physical education program.	Physical education teacher district/region instructional support personnel	08/07/2006	05/25/2007	District Strategic Plan	\$0.00
Compare the pre- and post-test data in order to determine whether the instructional program is effective.	Physical education teacher	08/07/2006	05/25/2007	District Strategic Plan	\$0.00
Purchase additional exercise equipment such as treadmills, bicycles, exercise stations, and free weights to be utilized by students, parents and staff before, during, after school and on Saturdays.	Physical education teacher administrators, teachers, district/region support personnel	08/07/2006	05/25/2007	Community Partnerships	\$0.00
Train students for muscular endurance, muscular strength, cardiovascular efficiency and flexibility using the weight room and the track on a rotational monthly basis.	Administrators; Physical Education Department Chairperson	09/01/06	05/25/07	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities on a daily basis through observation.	Administrators; Physical Education Department Chairperson	08/14/06	05/25/07	District Strategic Plan	\$0.00
Provide students with mini workshops on health-related issues, including healthy meals and daily exercise.	Administrators; Physical Education Teachers; Science Teachers; Family and Consumer Science Teacher	08/14/06	05/25/07	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Provide professional development workshops to the physical education teacher through district personnel on activities to improve the overall fitness of all students at Miami Edison Middle School. Professional development will be provided on Snapshot and Edusoft.

Evaluation

The FITNESSGRAM will be administered to determine students fitness level after implementation.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Provide the students with balanced educational experiences through technology, music, literature, and life sciences skills.

Needs Assessment

According to the 2005-2006 Master Schedule of courses offered there were five different elective options. This indicates as need to increase the number of elective courses offered for the 2006-2007 school year.

Measurable Objective

Given the need to increase availability of elective courses the amount of courses offerings will increase by five percent as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Purchase supplemental materials to support the additional courses offered.	Administrators	08/07/2006	05/25/2007	District Strategic Plan	\$0.00
Hands-on classroom projects using real life experiences.	Elective Teachers	08/07/2006	05/25/2007	Academic Teams	\$0.00
Offer a variety of instructional strategies that include differential and project-based instruction to meet varied levels for all students.	Reading Resource Personnel - Teachers - Team Leaders - Administrators	08/07/2006	05/25/2007	Academic Teams	\$0.00
Present student projects and skills attained in electives to showcase elective and special area classes.	Administrators - District Support Specialists - Curriculum Support Specialists	08/07/2006	05/25/2007	Continuous Improvement Model	\$0.00
Continue to focus on disaggregated data results of varied progress monitoring assessments and meet during the early release Wednesdays to devise team/grade level strategic plans to assist with students' deficiencies through elective courses.	Administrators - Reading Coaches - Department Chairs	08/07/2006	05/25/2007	Communities of Practice	\$0.00

Research-Based Programs

Classroom Inc.

Professional Development

Web Design
Recapturing the Vision

Evaluation

Evaluation will be based on the number of courses offered in the 2006-2007 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Miami Edison Middle School will rank at or above the 90th percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Miami Edison Middle School ranked at the 46th percentile on the State of Florida Return On Investment index.

Measurable Objective

Miami Edison Middle School will improve its ranking on the State of Florida Return On Investment index publication from the 46th percentile in 2005 to the 48th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal, EESAC	8/7/06	6/1/07	District Strategic Plan	\$0.00
Share use of facilities by partnering with community agencies.	Principal, EESAC	8/7/06	6/1/07	Community Partnerships	\$0.00
Consider reconfiguration of existing resources and take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, EESAC	8/7/06	6/1/07	Community Partnerships	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

The evaluation will be based on the next Florida ROI index.

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:

In accordance with Article XXVI of the UTD/M-DCPS Contract, the EESAC at Miami Edison Middle School will assist in the preparation of the school's annual budget by developing recommendations for the expenditure of school budgeted funds that are in support of the goals in the School Improvement Plan.

Training:

All teachers and administrators will be involved in staff development depending upon individual, student and district needs.

Instructional Materials:

The thrust for instructional material is geared toward enhancing literature, software to support reading, mathematics, writing and science.

Technology:

Technology is to be an integral part of all disciplines.

Staffing:

The priority demands that the teacher student ratio must remain no greater than 1:20.

Student Support Services:

The EESAC agreed with the implementation of a peer mediation, as well as small groups and individual counseling by the Guidance Department. Furthermore, they encouraged the continued use of the TRUST Specialist, Career Specialist and Community Involvement Specialist to provide student support services.

Other Matters of Resource Allocation:

Additional resources through Comcast Cable Company as well as other businesses will be solicited. In addition, grants will be written to enhance our educational program with the before/after school tutorial session.

Benchmarking:

The Edusoft tri-weekly evaluation monitors effective teaching in all subjects. The data provided allows staff an opportunity to utilize the Continuous Improvement Model.

School Safety & Discipline:

Students and teams will continue to be commended for their efforts in “Doing the Right Thing.” In addition, each team will conduct peer mediation effective October, 2006.

The five interdisciplinary teams will be monitored to maintain points. These points are earned and maintained by:

- 1) Attendance
- 2) Wear their school uniform
- 3) Parent/Student Volunteering to improve the school

Points are deducted for:

- 1) Absences
- 2) Tardies
- 3) Behavioral Referrals
- 4) Suspension

Teams maintaining points will receive incentives each nine weeks.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$32,000.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$13,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$10,000.00
Goal 7: Technology	\$69,942.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$124,942.00

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