
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6501 - Miami Lakes Middle School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Joaquin Hernandez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Lakes Middle School

Miami Lakes Middle School is located on 26.01 acres in Miami-Dade County at 6425 Miami Lakeway North. The main two story building houses 46 classrooms, and includes an addition of a wing that provides an additional eight classrooms. The school also uses 12 portables to accommodate our increasing student population. This school currently educates approximately 1,175 students from the Greater Hialeah/Miami Lakes area. The current student population is divided within the following curriculum groups: standard curriculum students (82 percent), ESE students (9 percent), and Limited English Proficient (LEP) students (9 percent). The racial/ethnic makeup of the student population is 8 percent White (Non-Hispanic), 9 percent Black (Non-Hispanic), 80 percent Hispanic and 3 percent Asian/Indian/Multicultural.

Miami Lakes Middle School offers a variety of rigorous academic programs. Forty-seven advanced classes in the four core areas are scheduled. The gifted program is offered to eligible students in grades 6-8 in the 4 core subjects resulting in 30 sections of gifted courses. The school is not only proud of the gifted program, but satisfied to offer high school level courses and/or advanced courses to high performing students such as its Mathematics and Science Cambridge Academy. An Extended Foreign Language Speech/Debate and Law Studies Programs are actively in place as students prepare for the highly competitive global economy.

Since the school is adjacent to Miami Lakes Optimist Park, students are afforded the opportunity to participate in a variety of athletic activities to keep fit and healthy during and after school. Parents are also afforded the opportunity to participate in after-school programs as the Student Services Department conducts evening workshops to provide parenting skills training. In addition to training, parents are encouraged to actively participate in the school decision making process as the EESAC and PTSA continuously promote and encourage parent support and participation.

The following objectives have been set by Miami Lakes Middle School to achieve academic excellence:

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their reading skills performance at least 1 percent as evidenced by 60 percent of students scoring at or above Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades six through eight will increase their reading skills as evidenced by 51 percent of students scoring at or above Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by 56% of students scoring at or above achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56% of Students with Disabilities will score at or above achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 56% of African American students will score at or above achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56% of Hispanic students will score at or above achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 56% of the Limited English Proficient students will score at or above Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 56% of the Economically Disadvantaged students will score at or above Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade 8 will increase their writing skills as evidenced by 88% of students scoring a 3.5 or higher on the 2007 administration of the Writing Plus Assessment.

Given instruction using the Sunshine State Standards, students in grade eight will increase their science skills as evidenced by 59% scoring at or above Level 3 on the 2007 administration of the FCAT Science Assessment.

Given a school-wide emphasis on parental involvement, parental roles in school decision-making will be increased as evidenced by a 25% increase in the number of parent and student membership in Parent Teacher Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC) activities during the 2006-07 school year. This will be evaluated through attendance rosters as compared with those of the 2005-06 school year.

Given emphasis to a safe and disciplined environment, a 10% increase during the 2006-2007 school year will occur in the number of parents who report feeling safe and secure at Miami Lakes Middle School as compared to the number of parents who reported feeling safe and secure during the 2005-2006 school year.

Given schoolwide emphasis on the use of the computer lab, an increase of 10% in participation in the computer lab will be evidenced by the comparing the attendance logs from 2005-2006 to those of 2006-2007.

Given instruction within the physical education department that incorporates the Sunshine State Standards and the National Standards for Physical Education, 52% of students in grades six through eight who

participate in the physical fitness test will receive silver or gold awards as evidenced by the results of the 2006-2007 FITNESSGRAM Test.

Given an emphasis on elective offerings, students in grade 6-8 will increase their participation in elective offerings by 5% during the 2006-2007 school year as compared to the 2005-2006 school year.

Miami Lakes Middle School will improve to the 87th percentile ranking on the State of Florida ROI Index publication on the next publication of the index.

According to the Organizational Performance Improvement Survey, (OPIS), the areas of Process Management, (4.2) and Strategic Planning (4.3) and should be improved. As the school aims to achieve success, it is essential to involve more staff members in the strategic planning phase. As the administrative team reflects on the deficiency, the team is determined to create more teams and committees to successfully achieve all set forth goals. The leadership team at Miami Lakes Middle School strongly believes by implementing the Continuous Improvement Model and by discussing these areas of deficiency with the EESAC, these areas of weaknesses will be properly addressed.

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 Lakes Middle School

VISION

The teachers, staff, parents, and business community of Miami Lakes Middle School are committed to providing students with a comprehensive, educational foundation that promotes the development of lifelong learners and productive citizens. We believe that all students can achieve. We promote an educational environment which supports individual learning differences and values the diverse cultural experiences of all students. We aim to provide an environment where students become self-confident and take pride in their individuality. We encourage professional collaboration among teachers, administrators, and support staff as a means of advancing professional growth. Teachers, parents, and the business community work as integral partners in improving student achievement.

MISSION

Our mission is to obtain the optimal level of achievement for everyone in an ever-changing, technological world by connecting our curriculum to careers. We will clearly delineate the steps necessary to ensure academic achievement in the areas of reading, writing, mathematics, science, and advanced academics. We will also provide a multicultural, success-oriented environment, involving the family and community, dedicated to producing life-long learners. We will consistently assess our growth to ensure the successful attainment of our goals.

CORE VALUES

Respect

Respect is at the heart of all school life. Mutual respect among students, faculty and parents fosters learning. Respect grows out of shared appreciation for the honest effort that each stakeholder makes to the success of school life. A positive relationship between the teacher and student is the basis for a high achieving school environment.

Achievement

All students are expected to achieve to best prepare them for a successful future. We offer an academic course of study that gives students the opportunity to exceed performance standards for clearly stated and explicit teacher expectations driving instructional activity.

Accountability

We willingly accept the responsibility for the achievement of our students, the satisfaction of stakeholders and the wise use of resources entrusted to us.

Community

We are strongly committed to our school's relationship with our community. One cannot exist without the other. This partnership sustains our success.

Integrity

The Miami Lakes Middle School culture consistently emphasizes the discernment of right from wrong, the importance of sound decision making and good choices, and trust building principles. Integrity shown through character education principles is fundamental to becoming a responsible citizen.

Diversity

Each student is a unique individual who must be encouraged and provided opportunities to reach his or her full potential. Our educational program reflects the diversity of our community. Students enroll from many different backgrounds and we design programs and activities to maximize their participation and success.

Professional Excellence

High student achievement grows from the quality of our faculty and the support given to them. Content knowledge and instructional skill are expected. Faculty understand the learning process and are motivated, individually and collectively, to design and implement those programs that move students to higher levels of understanding. Administrators are leaders of the teaching/learning process; know their curriculum and direct instructional analysis.

Safety

The safety and security of the school environment ensures that the instructional process will proceed without concern for personal welfare. External and internal safeguards are part of daily administrative activity, and all adults understand their responsibility to maintain a tone of order and civility. Students are unencumbered by any form of harassment. Students understand that ethical and civil behavior is required in school and at all school functions.

Continuous Improvement

We recognize that our environment is changing rapidly, and that student success is based on constant self-evaluation and improvement. Data analysis is a daily routine in all aspects of school activity. A variety of assessment strategies provide instructional guidance and direction.

School Demographics

Miami Lakes Middle School serves approximately 1175 students from the Greater Hialeah/Miami Lakes surrounding towns and neighborhoods, including standard curriculum students (82 percent), ESE students (9 percent), as well as ESOL and Limited English Proficient (LEP) students (9 percent). The racial/ethnic makeup of the student population is 7 percent White (Non-Hispanic), 11 percent Black (Non-Hispanic), 80 percent Hispanic and 8 percent Asian/Indian/Multicultural. Our school serves a multi-cultural community located in northwest Miami Dade County. The community includes single family homes, multi-unit apartments and numerous businesses and industries. Our Parent Teacher Student Association (PTSA), is active and instrumental in identifying the families most in need. They provide assistance with vouchers for our school uniforms and other forms of support and assistance. Miami Lakes Middle School also offers an interscholastic athletics program in addition to extracurricular academic activities. Our Student Services Department hosts monthly workshops to provide parenting skills training to our community. Our Student Council and the Educational Excellence School Advisory Council (EESAC) affords students the opportunity to participate and serve in civic organizations.

Miami Lakes Middle School is located on 26.01 acres in Miami Dade County at 6425 Miami Lakeway North. Our main two story building houses 46 rooms, and includes an additional wing that provides an additional eight rooms. The school also has 12 portables to accommodate our ever-increasing student population. The school is adjacent to Miami Lakes Park, allowing students to participate in a number of athletic activities. The school auditorium provides a setting for students to participate in special presentations. The Media Center has a variety of print and non-print resources to assist our students. It houses our closed-circuit television system, through which we televise morning announcements in addition to other broadcasts to our student body. Our computer labs provide Internet access, as well as other educational services.

Miami Lakes Middle School employs a total of 83 full time staff members and 2 part-time staff members. Of this group, four are administrators, 53 are classroom teachers, 6 are exceptional student teachers, 2 are ESOL teachers, 3 are guidance counselors, one Career Specialist, one TRUST counselor, one media specialist, one computer specialist, 3 are paraprofessionals, 6 clerical employees, one parent aide, one Community Involvement Specialist, 14 cafeteria workers, and 6 custodial service workers. Of the teaching staff, 10 percent of the teachers are new to the school. The average length of time teaching in Florida is 10 years. Forty-four have advanced degrees, 6 are gifted endorsed and 12 are English for Speakers of Other Languages (ESOL) certified. The school adheres to policies and procedures that ensure a well-balanced racial, ethnic, and gender composition.

School Foundation

Leadership:

This section was one of the two highest earning a score of 4.5 based on the results from the Organizational Performance Improvement Survey (OPIS). The faculty and staff are highly satisfied with the leadership at the school. In addition, the positive working environment that is evident at the school sets direction in order to satisfy our vision and mission.

District Strategic Planning Alignment:

The results of this section remained the same as from the previous Organizational Performance Improvement Survey (OPIS). The District Strategic Planning Alignment demonstrated an average score of 4.3. As Miami Lakes Middle School aims for excellence, this is an area that must be addressed. Even though the 4.3 average score is out of a possible 5.0, implementing the Continuous Improvement Model will involve more staff members in the goal setting phase and eventually increase involvement.

Stakeholder Engagement:

This section of the Organizational Performance Improvement Survey, (OPIS), resulted in a score of 4.4. The level of satisfaction of its customers is high. The school will continue to include town involvement in its planning.

Faculty & Staff:

This section demonstrated a high score of 4.4 according to the Organizational Performance Improvement Survey, (OPIS). The respondents to this survey indicated a high satisfaction with the concept of working as a team. A stronger approach to encouraging job skills to develop skills for career advancement will be addressed.

Data/Information/Knowledge Management:

This section was one of two of the highest earning a 4.5 out 5.0. based on the results of the Organizational Performance Improvement Survey, (OPIS). Much attention has been made to data analysis as the Instructional Improvement Team produced a curriculum map and an academic improvement model to address school-wide deficiencies.

Education Design:

This section resulted in an area of weakness. The Education Design demonstrated an average score of 4.2. As Miami Lakes Middle School aims for excellence, this is an area that must be addressed. Even though the 4.2 average score is out of a possible 5.0, the administration must ensure that the process in place is well understood and supported by all. Implementing the Continuous Improvement Model and involve more staff members in curriculum issues will improve communication and support and understanding of the operational process.

Performance Results:

This section indicated an average score of 4.4 out 5.0 on the Organizational Performance Improvement Survey, (OPIS). This demonstrates that the school is performing well in areas other than academics. Much attention has been made in addressing the social and emotional aspects of teachers and 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 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 1 STATEMENT:

Students in grades six through eight will improve their reading skills as evidenced by the 2007 administration of the FCAT.

Needs Assessment

An assessment of the 2006 FCAT Reading data reveals that 59 percent of students have met the state required mastery level, 73 percent have made annual learning gains, and 78 percent of students scoring in the lowest 25 percent have made adequate progress. Utilizing the Continuous Improvement Model, (CIM), data was gathered, analyzed and strategies were formulated to remedy deficiencies. Data reflects that students in 6th grade were most successful with Words/Phrases and Comparisons. Alternately, they need help in Reference/Research and Main Idea/Author's Purpose. The 7th grade students were most successful in Comparisons and Main Idea/Author's Purpose. Alternately, they need help in Word/Phrases and Reference/Research. The 8th grade students were most successful with Word/Phrases. Alternately, they need help in Reference/Research. The performance in the weakest areas for each grade level reveals the need for additional help. The assessment data also demonstrates other areas for improvement which include, but are not limited to the following: the need for a refresher training course for CRISS-trained staff on those learning strategies which maximize reading comprehension; the need for an instructional initiative which promotes reference and research skill school-wide; and the need for instructional frameworks across the curriculum which encourage teachers to utilize the two-hour block to maximize learning and increase student reading achievement. Adequate Yearly Progress (AYP), was not achieved by Limited English Proficiency students (LEP).

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their reading skills performance at least 1 percent as evidenced by 60 percent of students scoring at or above Level 3 on the 2007 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades six through eight will increase their reading skills as evidenced by 51 percent of students scoring at or above Level 3 on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide teachers with 05-06 content cluster data of all classes so that they may reflect upon their students learning gains and their teaching styles and strategies.	Principal	8/14/2006	9/8/2006	District Strategic Plan	\$0.00
Identify students scoring at the lowest 25% so that they can be targeted through specific data driven instruction.	Language Arts Teachers Assistant Principal	8/14/2006	9/8/2006	District-wide literacy plan	\$0.00
Recruit a Title One Community Involvement Specialist to improve school attendance through making home visits and phone calls to parents.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$29213.00
Initiate a Saturday Academy Program for Limited English Proficiency (LEP) students by grouping students who did not achieve Adequate Yearly Progress (AYP) homogenously using FCAT data. Use FCAT 06-07 data to evaluate this academy.	Assistant Principal Language Arts Department Chairperson	9/16/2006	2/24/2007	District Strategic Plan	\$2340.00
Utilize the Continuous Improvement Method (CIM) to identify the strenghts and weaknesses of every student per content cluster from the results of the 05-06 FCAT data.	Principal Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$11000.00
Group students in AIMS classes through weaknesses and deficiencies by FCAT levels for instruction in content clusters.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to offer a Saturday Academy program to students at all FCAT levels for remediation, reinforcement, and enrichment.	Principal Assistant Principal	8/14/2006	3/31/2007	District Strategic Plan	\$0.00
Continue to implement and monitor Compass	Principal	8/14/2006	5/30/2007	District Strategic	\$0.00

Learning, Accelerated Reader and Read 180 (used in students with disabilities) reading programs.	Assistant Principal Language Arts Department Chairperson Language Arts Teachers			Plan	
Promote reading by encouraging students to obtain library cards from the town library.	Language Arts Department Chairperson Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Distribute a list of the lowest 25% of students in reading to all teachers so that they will know who these students are to monitor their progress.	Principal Assistant Principal	8/14/2006	8/31/2006	District Strategic Plan	\$0.00
Comply with all components of the district's Comprehensive Research Reading Plan, (CCRP), utilizing the District's Curriculum Pacing Guide.	Language Arts Teachers Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Comply with all components of the district's Comprehensive Research Reading Plan, (CCRP), utilizing the District's Curriculum Pacing Guide.	Language Arts Teachers Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Maintain hourly teacher to provide reading skills pull-out instruction to lowest 25%, Economically Disadvantaged, African American, Limited English Proficient, and Students with Disabilities on Tuesday, Wednesdays, and Thursdays for 40 minutes. The success of the pull-out tutorial program will be evaluated by comparing pre and post test scores using the in house tests or the District's Interim Assessments.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$37830.00
Maintain the implementation and monitor Academic Improvement Methods and Strategies, (AIMS), an interdisciplinary enrichment program to enhance reading comprehension and improve learning skills in content clusters identified as having deficiencies.	Principal Assistant Principal Language Arts Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to sponsor a literature book club in which classics are read as an enrichment activity for those students scoring Level 3 and above on the FCAT Reading Assessment.	Principal Assistant Principal Language Arts Department Chairperson	9/4/2006	5/30/2007	District Strategic Plan	\$640.00
Schedule students scoring at Level 1 on the FCAT Reading Assessment into intensive reading classes.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review and monitor student's reading logs to	Assistant Principal	8/28/2006	5/30/2007	District Strategic	\$0.00

ensure district compliance of at-home and in-school reading requirements.	Language Arts Department Chairperson Language Arts Teachers			Plan	
Update and utilize in-house teacher developed curriculum maps that target areas of deficiencies and weaknesses from the 2006 administration of the FCAT Reading Assessment.	Assistant Principal AIMS Curriculum Writing Team Language Arts Department Chairperson	8/1/2006	5/30/2007	District Strategic Plan	\$11000.00
Initiate gatherings for inclusion and classroom teachers to review student's progress in the inclusion program.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Compass Learning
 Read 180
 FCAT Explorer
 Prentice Hall Literature: Timeless Voices, Timeless Themes
 Bridges to Literature
 Writers Choice
 CRISS
 Edusoft

Professional Development

Curriculum Mapping In-service
 CRISS Training
 Inclusion Training
 Data Analysis Training
 Continuous Improvement Model (CIM) training
 Electronic Gradebook Training
 Edusoft Training
 CCRP

Evaluation

SUMMATIVE

The reading portion of the 2007 FCAT will be used as the final data evaluation.

FORMATIVE

In addition to the 2007 FCAT, the district's interim assessments, as well as other assessments utilizing the Edusoft Benchmark Program, SRI, Read 180, Compass Learning, Accelerated Reader, FCAT Explorer, textbook generated, teacher generated and other in house exams will be used for evaluating enrichment and tutorial programs. The Continuous Improvement Model, (CIM), will be used to analyze data and remedy deficiencies.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students in grades six through eight will improve their mathematics skills as evidenced by the 2007 administration of the FCAT.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 55% of the students have met the state required mastery level and that 72% have made annual learning gains. Utilizing the Continuous Improvement Model (CIM), data was gathered, analyzed and strategies were initialized. The sixth grade students most successful in the following strands: Geometry and Measurement. They need assistance in Number Sense, Algebraic Thinking and Data Analysis. The 7th grade students were most successful in Geometry and Number Sense. They need assistance in Data Analysis, Algebraic Thinking and Measurement. The 8th grade students were most successful in Number Sense and 2 Geometry. They need assistance in Measurement, Algebraic Thinking, and Data Analysis. The performance in the weakest areas for each grade level reveals the need for additional help in those areas. The sub groups of Hispanic, African American, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities did not make Adequate Yearly Progress, (AYP). Students in each grade level were given an FCAT-style Pre-Benchmark Assessment using EduSoft at the beginning of the 2006-2007 school year. At the end of the school year, these pre-test results will be compared to post-test results to measure gains in these areas.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by 56% of students scoring at or above achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56% of Students with Disabilities will score at or above achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 56% of African American students will score at or above achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, 56% of Hispanic students will score at or above achievement Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 56% of the Limited English Proficient students will score at or above Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using Sunshine State Standards, 56% of the Economically Disadvantaged students will score at or above Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Continuous Improvement Methods (CIM) to identify the strengths and weaknesses of every student per content cluster from the results of the 05-06 FCAT data.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$11000.00
Present teachers with 05-06 content cluster data of all classes so that they may reflect upon their students learning gains and their own teaching styles and strategies.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify a paraprofessional to provide math instruction to Economically Disadvantaged, African American, Limited English Proficient, and Hispanic students. An in house pre and post test will be administered to check student progress and program efficiency.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$14831.00
Implement a Saturday Academy program to provide specialized mathematics instruction	Mathematics Teachers Assistant Principal	9/16/2006	2/24/2007	District Strategic Plan	\$41710.00

for 3 hours over 18 scheduled Saturdays to the Economically Disadvantaged, Students with Disabilities, African American, Limited English Proficient, and Hispanics. The success of the Saturday Academy will be evaluated by comparing pre and post test scores utilizing the districts interim assessments.					
Identify students scoring at the lowest 25% so they may be targeted through specific driven instruction.	Principal Assistant Principal	8/14/2006	9/14/2006	District Strategic Plan	\$0.00
Recruit a Title One Community Involvement Specialist to improve school attendance through making home visits and phone calls to parents.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$29213.00
Provide the district's pacing guide and an in-house curriculum map to every teacher in the mathematics department that highlights the activities needed to improve student performance starting with students' weaknesses as assessed from the 2006 Mathematics FCAT.	Mathematics Department Chairperson Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$11000.00
Engage teachers and administrators in collaborative lesson planning in preparing for Saturday Academy Tutorial programs.	Principal Assistant Principal Mathematics Department Chairperson Mathematics Teachers Saturday Academy Tutorial Teachers	8/14/2006	3/31/2007	District Strategic Plan	\$0.00
Provide staff development activities to improve the delivery of instruction using the Sunshine State Standards for mathematics to provide and enhance mathematics applications and higher order thinking skills through the use of manipulatives, technology and hands-on activities during mathematics instruction.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule ESOL (LEP) students into smaller inclusion-type classes that include students of various levels, so that the ESOL students may receive more individualized instruction.	Principal Assistant Principal ESOL Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement and monitor Academic Improvement Methods and Strategies, (AIMS), an interdisciplinary enrichment	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

program to enhance mathematical skills and improve learning skills in content clusters identified as having weaknesses or deficiencies.					
Group students in AIMS classes through weaknesses and deficiencies by FCAT levels for instruction.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers with 05-06 content cluster data so that they may reflect upon their students learning gains and their own teaching styles and strategies.	Principal	8/14/2006	9/14/2006	District Strategic Plan	\$0.00
Continue to schedule mathematics teachers usage of the Apple Mobile Lab so that students may have hands-on activity simulations related to real world mathematics.	Principal Assistant Principal Mathematics Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Distribute a list of the lowest 25% of students in mathematics to all teachers so that they will know who these students are in order to monitor their progress.	Principal Assistant Principal	8/14/2006	8/25/2006	District Strategic Plan	\$0.00
Schedule an FCAT Saturday Academy program to assist all students and those desiring additional help in FCAT preparation.	Principal Assistant Principal	9/16/2006	3/31/2007	District Strategic Plan	\$11000.00
Target students scoring at the lowest 25% so that they may receive intense specific data driven instruction.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

McGraw Hill/Glencoe Textbooks

CRISS

Riverdeep

Professional Development

Continuous Improvement Model
Using Manipulatives in Mathematics
Riverdeep Training
Student Performance Indicators
Apple Mobile Lab
Edusoft Training

Evaluation

Summative

The mathematics portion of the 2007 FCAT will be used as the final data evaluation.

Formulative

In addition to the 2007 FCAT results, in-house pre and post tests will be administered to evaluate tutorial programs. Other assessments utilized will be Edusoft Benchmark Assessments, Riverdeep, Sharpen Up, district interim assessments, textbook assessments, and teacher made assessments. The Continuous Improvement Model, (CIM), will be used to analyze data and remedy deficiencies.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in grade eight will improve their writing skills as evidenced by the 2007 administration of the FCAT.

Needs Assessment

An analysis of student writing performance on the 2006 Writing Plus Assessment indicates that 87 percent of students have met the state required mastery level. The data reveals that students have made no improvement in expository writing, as their scores remained at 3.8 in this area.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will increase their writing skills as evidenced by 88% of students scoring a 3.5 or higher on the 2007 administration of the Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Continuous Improvement Model, (CIM), to identify the strengths and weaknesses of every student per their expository and persuasive writing scores from the results of the 05-06 FCAT data.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement pre, progress and post-writing tests to address departmental writing needs and modify instruction to meet student needs.	Language Arts Teachers Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers with 05-06 expository writing data so that they may reflect upon their students gains, deficiencies and their own teaching styles and strategies.	Principal	8/14/2006	9/14/2006	District Strategic Plan	\$0.00
Incorporate monthly expository and persuasive writing practice across the curriculum.	Assistant Principal Language Arts Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Organize a Saturday Academy program for students needing assistance in expository writing. An in house pre and post test will be administered to evaluate the effectiveness of the program.	Principal Assistant Principal	9/16/2006	2/24/2007	District Strategic Plan	\$4680.00
Establish an enrichment Extended Writing Curriculum in Language Arts classes.	Language Arts Teachers Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Organize a Saturday Academy program for Hispanic, Economically Disadvantaged and other grade 8 students on 3 designated Saturdays for 3 hours to maximize instructional effectiveness in the weakness of Expository Writing and address specific student writing needs. A pre and post-test exam will be utilized to evaluate the effectiveness of the program.	Principal	9/16/2006	9/30/2006	District Strategic Plan	\$600.00
Provide "Write Traits" for teachers, an	Principal	10/16/2006	5/30/2007	District Strategic	\$0.00

interdisciplinary approach to writing instruction to be utilized between the language arts department and the social studies department.	Assistant Principal Language Arts Department Chairperson Social Studies Department Chairperson			Plan	
Implement pre, progress and post writing assessments to address departmental writing needs and modify instruction to meet student needs.	Principal Assistant Principal Language Arts Department Chairperson	8/21/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the District's Curriculum Pacing Guide along with the school's in-house curriculum map to ensure coverage of all writing benchmarks.	Principal Assistant Principal Language Arts Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe Writer's Choice
Write Traits Program
CRISS

Professional Development

Continuous Improvement Model
CRISS Training
Six Traits of Writing
Short/Extended Responses Workshop
6.0 Essay Scoring Workshop
Write Traits

Evaluation

Summative

The 2007 FCAT Writing Plus Assessment will be used as the final data evaluation.

Formulative

In addition to the 2006 Writing Plus Assessment, the textbooks chapter exams, District's Interim Assessments and in-house pre, progress, and post exams will be used to evaluate student progress. Utilize the Continuous Improvement Model, (CIM), to analyze data and remedy deficiencies.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Students in grade eight will increase their science skills knowledge over previous FCAT science scores.

Needs Assessment

An analysis of the 2006 FCAT School Report indicates that 34% of the students scored at level 3 and above. The students achieved a mean score of 284 on the 2006 Science FCAT, which is 14 points above the average score for the district. The Continuous Improvement Model, (CIM), was used to analyze content cluster data.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will increase their science skills as evidenced by 59% scoring at or above Level 3 on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide staff development in activities to improve instruction using the Sunshine State Standards in Science.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a schedule for science teachers to utilize the Apple Mobile Lab to have students complete simulation activities.	Assistant principal Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase students opportunities to perform scientific investigations through hands-on activities.	Department Chairperson Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$600.00
Institute a Math and Science Cambridge Academy in grade 6 to allow students to compete globally.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$1700.00
Monitor the implementation of the scope and sequence through lesson plans and benchmark assessments.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Continuous Improvement Model, (CIM), to identify strenghts and weaknesses of atudents in grade eight per content cluster from the results of the 05-06 FCAT data.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$11000.00
Provide the districts pacing guide for grades 6-8 science teachers which includes an instructional focus on the annually assessed benchmarks.	Department Chairperson Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe Science Textbook
Holt Science Textbook
CRISS

Professional Development

Continuous Improvement Model

CRISS Training

Teacher Education Courses (TEC) in science content

Student Performance Indicators

Edusoft

River Deep

Evaluation

Summative

The grade 8 2007 Science FCAT Assessment will be used as the final data evaluation of student's progress.

Formulative

In addition to the 2007 Science FCAT Assessment, FCAT Coach, Edusoft Benchmark Assessments, District's Interim Assessments, textbook assessments, as well as in-house teacher made tests will be utilized. The Continuous Improvement Model, (CIM), will be used to analyze data and remedy deficiencies.

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.)

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Parent participation in the EESAC and the PTSA membership will increase.

Needs Assessment

An analysis of parental involvement trends at Miami Lakes Middle School reveals that attendance has been high at extracurricular events such as Fine Arts productions, Book Fairs, Curriculum Fairs, Open House, Science Fairs, 6th grade Orientation and Hispanic Heritage events. However, parental involvement in PTSA and the EESAC has declined, and therefore needs improvement. This is evidenced in the decline of participation in both organizations as well as the difficulty experienced in securing an Executive Board for the PTSA during the 05/06 school year.

Measurable Objective

Given a school-wide emphasis on parental involvement, parental roles in school decision-making will be increased as evidenced by a 25% increase in the number of parent and student membership in Parent Teacher Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC) activities during the 2006-07 school year. This will be evaluated through attendance rosters as compared with those of the 2005-06 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Sponsor family or education events throughout the year (Science Fair, Open House, Curriculum Fair, Orientation, Hispanic Heritage Show, and Fine Arts productions).	Principal Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Improve interaction through notices and electronic mail between staff and community to foster community relations.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Continuous Improvement Model, (CIM), to analyze data and formulate theories.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reach out to community members by sponsoring a luncheon for them and business leaders so that they may be informed of school business, committees, meetings and programs.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Maintain a Parent Resource Center in the Media Center.	Student Services Department Chairperson Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$1800.00
Communicate information to parents on Thursdays by sending home a red folder with school news and parent information.	Assistant Principal	9/14/2006	9/20/2006	District Strategic Plan	\$460.00
Invite parents to participate in school-wide committees and be part of the decision-making process through Connect ED.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Parent Teacher Student Association

Professional Development

Provide staff development in the form of in-service trainings regarding effective communication techniques and the importance of collaboration and communication between the school, parents and community. Provide the schools Educational Excellence Advisory Council with budget planning. Secure professional development training the for Educational Excellence School Advisory Councils chairperson.

Evaluation

This objective will be evaluated by comparing the attendance rosters from 2005-2006 for PTSA and EESAC to those of the 2006-07 school year. PTSA membership will also be evaluated by comparing the membership rosters from 2005-2006 to those of the 2006-2007 school year. Utilize the Continuous Improvement Model, (CIM), in processing and reviewing this data.

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.)

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

GOAL 6 STATEMENT:

The percentage of parents whom agree that Miami Lakes Middle School students are safe and secure at this school will increase by five percent.

Needs Assessment

The most recent School Climate Survey reveals that 69% of students reported feeling safe and secure at Miami Lakes Middle School (MLMS). This percentage is up from 59% the prior school year. The average percentage of middle school students feeling safe and secure at their school in Miami-Dade County is 64%. That District percentage is also up from 60% the prior school year.

The survey also reveals that 80% of MLMS parents feel that their child is safe and secure at MLMS. That percentage is up from 70% the prior school year. The average percentage of parents of middle school students in Miami Dade County whom feel that their child is safe and secure in school is 74%. That percentage is also down from 76% the prior school year.

Further, the survey reveals that 94% of the MLMS staff reported feeling safe and secure at our school. This percentage is strikingly up from 90% the prior year. The average percentage of District-wide middle school staff whom feel safe and secure at their school sites is 88%. That percentage is the same as 88% the prior school year.

Measurable Objective

Given emphasis to a safe and disciplined environment, a 10% increase during the 2006-2007 school year will occur in the number of parents who report feeling safe and secure at Miami Lakes Middle School as compared to the number of parents who reported feeling safe and secure during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in staff training when provided by the Safe Schools Facilitator regarding bullying/harassment prevention, conflict resolution programs, crisis management and substance abuse prevention.	Region I Safe Schools Facilitator Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement a Comprehensive School Safety Plan and emergency procedures manual.	Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Continuous Improvement Model, (CIM), to review data and remedy areas in need of corrections.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Communicate the discipline policies, detention program, and the Code of Student Conduct to students, parents, and other stakeholders through community meetings and the education board of Miami Lakes.	Administration, Faculty and Staff	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Promote a Peer Mediation Program comprised of 80 trained students.	TRUST Specialist Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Increase supervisory schedule during lunch in the cafeteria.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish clear cause and effect program for student misconduct and present to students during grade-level orientations.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National Parent Teacher Student Association

Professional Development

The Safe Schools Facilitator will provide staff development training regarding the identification of bullying, student violence and implemented procedures to effectively increase school safety. The District Crisis Team will provide training regarding behavioral indicators requiring immediate intervention. Literature regarding safety in schools will be distributed by the Trust Specialist to all school staff.

Evaluation

This objective will be evaluated by the 2007 School Climate Survey. In addition to the 2007 School Climate Survey, peer mediation logs and attendance roster at inservice trainings provided by the Safe Schools Facilitator and District Crisis Team.

The Continuous Improvement Model, (CIM), will be used to analyze data and remedy strategies needing to be addressed.

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.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Students in grade 6-8 will increase by 10% their contact hours in the computer lab.

Needs Assessment

An assessment of the 2006 computer lab logs results demonstrate that only 36% of students are participating in the computer lab.

Measurable Objective

Given schoolwide emphasis on the use of the computer lab, an increase of 10% in participation in the computer lab will be evidenced by the comparing the attendance logs from 2005-2006 to those of 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote the school's web-site as links are available to educational resources and educational web-sites in order to target weaknesses on the FCAT such as Reference/Research and Data Analysis.	Computer Specialist Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement an incentive program (Breakfast Bingo) to reward students making significant reading gains through the Accelerated Reader Program.	Media Specialist Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish a school-wide computer lab research usage schedule to enhance student's learning in all core areas.	Computer Specialist Classroom Teachers Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Create a schedule for mathematics teachers to use the Apple Mobile Lab.	Mathematics Department Chairperson Computer Specialist Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Purchase new equipment in the Vocational Technology, Business Education and Computer Labs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$61102.00

Research-Based Programs

Riverdeep

Professional Development

Accelerated Reader Training
 STAR Training
 Riverdeep Training
 Copmpass Learning Training
 FCAT Explorer Training

Evaluation

Using the Continuous Improvement Model, (CIM) the computer lab logs from 05-06 and 06-07 will be reviewed for final data analysis.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

The Physical Education department will aim to improve student awareness of living a healthier lifestyle in regards to diet, physical fitness and cognitive understanding about physical activity.

Needs Assessment

Results of the 2004-2005 FITNESSGRAM test showed that 49% of the students received awards. The students' problem areas were within the endurance, upper arm and shoulder strength, and there was an inability to run a mile in the specified time allotted by the FITNESSGRAM test according to gender and age. The strongest areas were in Flexibility and in the Trunk Lift test.

Measurable Objective

Given instruction within the physical education department that incorporates the Sunshine State Standards and the National Standards for Physical Education, 52% of students in grades six through eight who participate in the physical fitness test will receive silver or gold awards as evidenced by the results of the 2006-2007 FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote involvement in school-wide athletic events.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement an after-school athletics program by providing cardiovascular and physical fitness activities.	Physical Education Teacher Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer the Pre and Post Fitness Testing.	Physical Education Department Chairperson Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide activities that emphasize improvement in flexibility, cardiovascular, muscular strength and endurance through physical education classes.	Physical Education Department Chairperson Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide home learning projects on Health and Fitness, i.e. (Creating a Food Pyramid, Awareness of the need for Sun-block for skin protection), to promote a healthy lifestyle through physical education and consumer education classes.	Physical Education Teacher Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Continuous Improvement Model, (CIM), to analyze data and remedy deficiencies.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Staff will attend District provided Workshops on a variety of Health and Fitness Areas such as Nutrition, Strength Training and Health Education.

Evaluation

The results of the 2005-2006 FITNESSGRAM Test will be used to evaluate the objective. The Continuous Improvement Model, (CIM), will be used to evaluate the FITNESSGRAM program.

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Our goal is to increase participation in the number of students enrolled in elective courses.

Needs Assessment

During the 2005-2006 school year, 25% of students enrolled in the Electives and Vocational courses participated in the 24 county and district sponsored competitions. These competitions ranged from Band, Art, Business Technology (FBLA) District contest, Dade County Youth Fair, and Home and Family Consumer Sciences. The reasons for this lack of participation included limited funding and the students' level of ability in the specific areas i.e. students' knowledge of multimedia software. At the beginning of the 2006-2007 school year, both parents and students requested an expansion of the Fine Arts program to include chorus, drama, and a class in sculpturing.

Measurable Objective

Given an emphasis on elective offerings, students in grade 6-8 will increase their participation in elective offerings by 5% during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Atomic Learning Technology based curriculum and lesson plans in the vocational department.	Department Chairperson Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase offerings in the fine arts department through developing an academy of fine arts.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Network with Dade Partners to sponsor events and competitions.	Club Sponsors Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue after school band practices to promote music appreciation.	Band Director Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Market elective and vocational courses and competitions to increase enrollment and participation.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Improve awareness of elective programs at feeder elementary schools through articulation meetings.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$1700.00
Combine students into eight mini career academies to explore career choices and options so that students may prepare for their future goals.	Principal Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Continuous Improvement Model

Professional Development

Business and Technology Workshops and Home Economics Workshops.

Evaluation

This goal will be evaluated by a 5% participation increase in the elective courses during the 2006-2007 school year as compared to the 2005-2006 school year. The Continuous Improvement Model, (CIM) will be used to analyze the master schedule, as the final data evaluation.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Miami Lakes Middle School will rank above the 86th percentile statewide in the Rate On Investment (ROI) Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Miami Lakes Middle School ranked at the 86th percentile on the State of Florida ROI index.

Measurable Objective

Miami Lakes Middle School will improve to the 87th percentile ranking on the State of Florida ROI Index publication 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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the shared use of facilities, partnering with community agencies.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform the faculty and staff about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a Literacy Approach to classroom instruction.	Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Continuous Improvement Model (CIM), to analyze data and remedy deficiencies.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Research reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

CRISS

Glencoe Instructional Materials

Prentice Hall Instructional Material

McGraw Hill Instructional Material

Read 180

Professional Development

CRISS Training
Inclusion Workshops
Curriculum Mapping Inservice
Riverdeep Training
Six Traits of Writing
District Budget Workshops
Region Budget Workshops
Money Matters
Budget Conferences
MSAF

Evaluation

On the next State of Florida ROI index publication Miami Lakes Middle will show progress towards attaining the 87th percentile.

EESAC Compliance

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

Budget:

The budget will be shared with the Educational Excellence School Advisory Council. An EESAC Council representative will speak to each department head regarding the budget. Each department head will speak with their respective departments and give their suggestions to the Council for consideration.

Training:

The staff was provided with a needs assessment survey. Inservices will be scheduled accordingly.

Instructional Materials:

Through consensus management, the Educational Excellence School Advisory Council will evaluate school needs, and dollars will be spent accordingly.

Technology:

The Educational Excellence School Advisory Council will ensure that technology is infused throughout the curriculum in School Improvement strategies. Items being purchased are computers and LCD projectors.

Staffing:

As staff is and was hired, members of the Educational Excellence School Advisory Council, as well as department chairpersons served on the selection committees.

Student Support Services:

Parent workshops are, and will continue to be offered throughout the year to guide parents in assisting their children at home.

Other Matters of Resource Allocation:

The Parent Resource Center is available for parents to check out materials in order to assist their children at home.

Benchmarking:

Throughout the course of the year, the Educational Excellence School Advisory Council will review the goals and strategies of the School Improvement Plan to assess progress.

School Safety & Discipline:

The Educational Excellence School Advisory Council will inform the school safety and discipline committee of any concerns. A detention hall has been established. The Educational Excellence School Advisory Council helped create criteria for its use.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$92,023.00
Goal 2: Mathematics	\$118,754.00
Goal 3: Writing	\$5,280.00
Goal 4: Science	\$13,300.00
Goal 5: Parental Involvement	\$2,260.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$61,102.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$1,700.00
Goal 10: Return On Investment	\$0.00
Total:	\$294,419.00

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