
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6901 - W. R. Thomas Middle School

FeederPattern: G. Holmes Braddock Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Verona McCarthy

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

W. R. Thomas Middle School

W.R. Thomas Middle Community School has a population of 1,073 students. The assigned program capacity is 1,124. There is an active community school that continues to grow and service the needs of the students and adults. The student population is approximately ninety-four percent Hispanic, four percent White, one percent Asian-Indian/Multi-Racial and less than one percent Black Non-Hispanic. The community is largely middle class and Hispanic with a large percentage of home owners. The location of the school site is in the west-central suburbs of Miami-Dade County on 17.14 acres in southwest Miami-Dade County at 13001 S.W. 26th Street. This fifty-three classroom building is augmented with an auditorium, a media center, as well as a recently added science wing. W.R. Thomas Middle Community School has increased the use of technology by providing computer access to all students and teachers. This is accomplished by having computers in the classroom and in the media center. Each teacher has been designated a computer to be utilized solely for grade book. This 2006-2007 school year will be the first year in which the gradebook is fully functional. The school also has five computer labs available for student use. W.R. Thomas Middle Community School fosters an inclusive learning environment through the expansion of inclusion classes to all core subject areas throughout all grade levels. W.R. Thomas Middle Community School also gives students the opportunity to excel through gifted classes in all subject areas, as well as, offering high school credit through classes offered in the math and science department. After analyzing and evaluating pertinent data such as the School's Demographic and Academic Profile reports, FCAT test results, FCAT Writing results and School Improvement Plan data from 2005-2006, W.R. Thomas Middle Community School, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2006-2007 school year:

Given an emphasis on Sunshine State Standards and NCLB, students in grades 6-8 will demonstrate improvement in reading skills as evidenced by fifty-one percent or higher of students achieving Level 3 or above on the 2007 FCAT Reading test.

Given an emphasis on Sunshine State Standards and NCLB, students in the Limited English Proficient (LEP) sub-group students in grades 6-8 will demonstrate improvement in reading skills as evidenced by fifty-one percent or higher of the students achieving Level 3 or above on the 2007 FCAT Reading test.

Given an emphasis on Sunshine State Standards and NCLB, students in the Students With Disabilities (SWD) sub-group in grades 6-8 will demonstrate improvement in reading skills as evidenced by fifty-one percent or higher of the students achieving Level 3 or above on the 2007 FCAT Reading test.

Given an emphasis on Sunshine State Standards, students in grades 6-8 will demonstrate improvement in mathematics skills as evidenced by at least fifty-six percent of students scoring at Level 3 or above on the 2007 FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, 56 percent of Economically Disadvantaged (ED) sub-

group students in grades 6-8 will score Level 3 or above on the 2007 FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, 56 percent of Limited English Proficient(LEP) sub-group students in grades 6-8 will score at Level 3 or above on the 2007 FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, 56 percent or greater of the Students With Disabilities (SWD) sub-group will score Level 3 or above on the Mathematics portion as evidenced by results on the 2007 FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students in grade eight will demonstrate high levels of writing as evidenced by eighty-one percent of students scoring 3.5 and above on the 2007 FCAT Writing Plus test.

Twenty-eight percent of eighth grade students at W. R. Thomas Middle Community School taking the 2006 Science scored at a Level 3 or above; given instruction utilizing Sunshine State Standards, students will increase their science skills as measured by at least fifty-one percent of eighth grade students scoring Level 3 or above on the 2007 FCAT Science Test.

Given an emphasis on parental involvement, the number of W.R. Thomas Middle Community School parents participating in Parent Academy presentations will increase by twenty-five percent as compared to the 2005-2006 school year as evidenced by sign-in logs.

Given school-wide attention on maintaining a safe and orderly environment, student behavior will improve as evidenced by 502 or fewer outdoor suspensions being assigned during the 2006-2007 school year, as documented by the 2006-2007 final scorecard evaluations.

Utilizing technology as an instructional tool teachers will integrate technology in all seventh and eighth grade classrooms by having at least ninety percent of students participating in lessons which utilize Internet resources and/or computer based programs at least two times a year as evidenced by student portfolios and teacher lesson plans.

Given instruction using Physical Education standards, there will be a ten percent increase on the average scores of all physical education students as evidenced by administration of a pre-test as compared to the post-test on the 2006-2007 FITNESSGRAM assessment.

Given promotion of school based Fine Arts performances, fifty percent of the student population will attend after school performances for the 2006-2007 school year as evidenced by sign-in logs.

W.R. Thomas Middle Community School will improve its ranking on the State of Florida ROI index publication from the 83 percentile in 2005-2006 to the 85 percentile on the next publication of the Return on Investment index.

In order for W. R. Thomas Middle Community School to achieve our goals and objectives we have found a need to address the two following areas from results on the Organizational Performance Improvement Survey. Based on this self-assessment tool, the two lowest averages on the survey were strategic planning and process management. Therefore, there is a need to address these two areas and target them throughout the school year. Results show that in the future, the school needs to solicit more teacher and staff input on planning for the future of the school as well as incorporate processes in which staff state their needs within the classroom. Although we presently utilize curriculum leaders from all curriculum areas to solicit the needs and represent their respective areas, in the future we will put the organizational plans and assessments in writing and discuss the operation of the school with faculty on faculty chat days. This is so we ensure we are addressing all faculty, their concerns, and whether we, as an organization, are meeting our goals and objectives. With these changes, we will be better equipped to create a positive school climate that will assist in the achievement of our academic objectives.

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.

W. R. Thomas Middle School

VISION

We are committed to provide educational excellence for all.

MISSION

The mission of W.R. Thomas Middle Community School is to encourage each student to achieve the highest standards in academics, technology, and the arts by creating a climate of excellence that will instill the importance of lifelong learning within the home, school, and community.

CORE VALUES

We pursue the highest standards in academic achievement and organizational performance. We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff. We foster an environment that serves all students and aspires to eliminate the achievement gap. We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

The school employs a total of one hundred full-time faculty and staff members. In addition to this, there are twenty part-time staff members. The division is as follows: five administrators, sixty-two classroom teachers, one media specialist, three guidance counselors, one behavior counselor, one trust counselor, one behavior management teacher, one ESE program specialist, eight paraprofessionals, eight clerical employees, one cafeteria manager, six custodial workers, five security guards, one micro systems technician. Of the teaching staff, three are new to this school, with the average length of time teaching in Florida at eleven years and twenty percent having advanced teaching degrees.

W. R. Thomas Middle Community School serves 1,073 students from the surrounding neighborhood, including standard curriculum students (757), ESE students (223) and ESOL students (93). The mobility index is twenty-five. The ethnic/racial makeup of the student population is: ninety-one percent Hispanic, seven percent White, one percent Asian/Indian-Multiracial, and one percent African American. Students are also provided the opportunity to participate in interscholastic athletics and extra-curricular academic activities. Additionally, students that are in need of extra help in mastering skills taught in the classroom are served through after-school tutoring programs.

W.R. Thomas Middle Community School provides several services and opportunities with the collaboration of the community. Approximately 1,300 students participate in a variety of programs weekly, including English for Speakers of Other Languages, Miami-Dade College, which offers credit and non-credit classes, and personal growth classes. The community enjoys the benefits of using the school as a meeting place for several local and school organizations.

Likewise, W.R. Thomas Middle Community School works closely with the following elementary schools in our feeder pattern: Greenglade Elementary, Joe Hall Elementary, Village Green Elementary, Wesley Matthews Elementary, and Zora Neale-Hurston Elementary. We work with these schools on articulation issues to ensure that entering sixth graders are prepared with the background needed to be successful in the middle school setting.

The majority of students leaving our school after eighth grade will attend G. Holmes Braddock High School (GHBHS). The staff from W.R. Thomas Middle Community School works closely with GHBHS, South West, Ferguson, Felix Varela and other magnet high schools on articulation issues to ensure that entering ninth graders are prepared with the background needed to be successful in high school.

W.R. Thomas Middle Community School enjoys a collaborative system of leadership that includes representation from all stakeholders groups. The collaboration is done through the primary decision-making group, which is the Educational Excellence School Advisory Council (EESAC). Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given providing every opportunity to succeed.

W.R. Thomas Middle Community School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This ongoing communication between the student leadership team and the stakeholders enable us to provide educational programs that are tailored to students' needs.

Offering support to parents and students is crucial to the success of the school. Students need access to a strong system of mentoring to address academic deficits and behavioral issues. W.R. Thomas Middle Community School has instituted a Saturday School Tutoring and a Saturday Alternative To Suspension program for parents, students and the community. All of these activities provide services for our students, parents and community.

School Foundation

Leadership:

W.R. Thomas Middle Community School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups. Review of the Organizational Performance Improvement Snapshot (OPIS) leadership category resulted in an average score of 4.3 indicating that stakeholders are in agreement that leaders in the school create a supportive work environment. Stakeholders also agree that leaders share information about the organization and let them know what is important to the success of the school.

District Strategic Planning Alignment:

The OPIS survey results indicated that in the area of district strategic planning the overall score was 4.0. Scores on the individual items indicate that the organization needs to increase the solicitation of workers for their ideas and have more discussions as to whether goals and objectives are being met. Stakeholders were aware of the goals and objectives of the school, but stated that there needed to be more involvement in the process of creating these goals. Discussions throughout the school year on the implementation of the School Improvement Plan should result in an increased score in this category.

Stakeholder Engagement:

A review of the results of the OPIS revealed that in the category of stakeholder engagement, knowing who the customers were was an area of strength. The weakest area was designated as knowing if parents and students are satisfied or dissatisfied with my work and should improve with the implementation of the parent link which will be operational this school year, as well implementation of a school generated survey.

Faculty & Staff:

W.R. Thomas Middle Community School stakeholders work as a team to guarantee quality educational experiences for its students. Input from all stakeholders is considered an essential part of program improvement. This ongoing communication between the school leadership team and stakeholders enables us to provide educational programs that are tailored to student needs. The teacher mentor program at W.R. Thomas Middle Community School includes a teacher "Survival Guide", assignment and implementation of Professional Growth Team based on P.A.C.E.S., and assistance and support time with an administrator. In addition, new beginning teachers are paired with a mentor teacher that monitors the progress of the teacher and ensures that operational issues (lesson planning, report cards, grade-books, etc.) comply with district guidelines. The Media Center maintains a professional development resource library available to all teachers. In-service opportunities are made available on a monthly basis in order to promote professional growth.

Data/Information/Knowledge Management:

The utilization of data increased during the 2005-2006 school year and is revealed on the 2006-2007 OPIS. W.R. Thomas Middle Community increased the use of data to drive curriculum during the 2005-2006 school year and continues to be improved upon this 2006-2007 school year. The utilization of pacing guides and the return of interim assessments will help to achieve this goal. The increased in professional development on SPI, the use of FCAT developmental scores as well as benchmark alignment with curriculum can be attributed to the OPIS score.. By also

sharing data with parents and community, W.R. Thomas Middle Community School will continue to keep stakeholders involved in our students learning.

Education Design:

W.R. Thomas Middle Community School is a traditional educational center with the Continuous Improvement Model as its decision making core. The goal and practice is to improve the educational opportunities and achievement levels of our students with data driven research in order to bring about the most effective and efficiently delivered program for our students. This allows for a breakdown of the changes process in manageable pieces. Each subject area department is led by a department curriculum leader that meets weekly with the curriculum assistant principal to monitor implemented programs and methodologies for improved student achievement. In addition to this, each curriculum leader meets weekly with their respective departments to share and collect data. A grade level advisor assists in aligning programs with school-wide objectives and leads each grade level in our school-wide model. All this has one purpose, to increase academic achievement and to monitor the lack of achievement in a timely fashion and allowing for adjustments as the academic year progresses.

Performance Results:

The results of the educational design are increased team collaboration and planning which directly impacts student success. This can be seen through faculty and department meetings which are used for professional development activities. Through this collaboration, planning has taken place which helps to address classroom needs in various areas such as discipline, assessment in the classroom, and effective implementation of the Continuous Improvement Model.

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:

Reading will improve for all NCLB students.

Needs Assessment

An assessment of FCAT Reading data reveals that less than half of sixth, seventh, and eighth grade students scored Level 3 or higher. Adequate Yearly Progress data indicates that although our Limited English Proficiency (LEP) students and Students with Disabilities (SWD) subgroup populations showed gains in reading, they are both in need of additional assistance. Assessment of LEP data reveals that twenty-one percent of our student population scored at or above grade level in reading. Assessment of SWD data reveals that eighteen percent of our student population scored at or above grade level in reading. This represents a challenge that will be undertaken based on achievement trends for both subgroups.

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

Measurable Objective

Given an emphasis on Sunshine State Standards and NCLB, students in grades 6-8 will demonstrate improvement in reading skills as evidenced by fifty-one percent or higher of students achieving Level 3 or above on the 2007 FCAT Reading test.

Given an emphasis on Sunshine State Standards and NCLB, students in the Limited English Proficient (LEP) sub-group students in grades 6-8 will demonstrate improvement in reading skills as evidenced by fifty-one percent or higher of the students achieving Level 3 or above on the 2007 FCAT Reading test.

Given an emphasis on Sunshine State Standards and NCLB, students in the Students With Disabilities (SWD) sub-group in grades 6-8 will demonstrate improvement in reading skills as evidenced by fifty-one percent or higher of the students achieving Level 3 or above on the 2007 FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use technology to enhance reading strategies and differentiate instruction.	Reading teachers Language Arts teachers Math teachers Science teachers Vocational teachers Elective teachers	8/21/2006	4/30/2007	District-wide literacy plan	\$0.00
Implement a weekly "reading learning log" with questions designed to promote critical thinking skills through reading.	Reading teachers	10/1/2006	5/24/2007	District-wide literacy plan	\$0.00
Utilize SPI and diagnostic testing (MAZE, Scholastic Reading Inventory, Gates Macginitie) to identify indicators for individualizing instruction to meet the needs of all students.	Reading teacher Language Arts Teacher	9/01/2006	5/24/2007	Dual Language Education	\$0.00
Implement the use of reciprocal teaching techniques.	Language Arts teachers, Reading Teachers	11/1/2006	5/24/2007	Academic Teams	\$0.00
Implement the Comprehensive Research-based Reading Plan.	Administrator, Language Arts teachers, Reading Teachers	8/14/2006	5/24/2007	Academic Teams	\$0.00
Utilize the part-time reading coach to demonstrate and model effective reading lessons across all curriculum groups.	Reading coach Administration	8/28/2006	5/24/2007	District-wide literacy plan	\$0.00
Implement CRISS strategies across the curriculum.	Faculty	10/14/2006	5/24/2007	District Strategic Plan	\$0.00
Provide opportunities and encourage all	Administrator, W.R. Thomas	10/07/2006	2/24/2007	Communities of	\$0.00

students to utilize the Saturday Academy FCAT Enrichment program which will incorporate FCAT Explorer, FCAT Reading and FCAT Math.	Community School			Practice	
Provide opportunities for LEP students and Students With Disabilities (SWD) to attend after school tutorials for FCAT skill remediation.	ESE Department Curriculum A.P.	9/4/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Read 180

Read XL / Scholastic

Florida FCAT Reading Coach / Hodges and Magulies

Strategies for Content Area Reading / Options

Classworks

Professional Development

Creating Independence Through Student-owned Strategies (CRISS)

FCAT Explorer

Reciprocal Teaching Program

Evaluation

This objective will be evaluated utilizing the results of the 2007 FCAT Reading test. Interim assessment progress monitoring will take place via the district assessments. Students will be monitored via the Gates-McGinitie Test scores, Maze test scores, Diagnostic Assessment of Reading(DAR) and SAFE tutorial attendance logs. The SAFE tutorial program will be evaluated through staff/student surveys and the review of SAFE student 2007 FCAT scores. Departmental meeting minutes will be reviewed for confirmation that FCAT data distributed to teachers is being utilized within classroom instruction.

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:

Mathematics achievement will improve for all NCLB groups.

Needs Assessment

An assessment of Mathematics data reveals less than fifty percent of the total population scoring at Level 3 or higher on the 2006 mathematics FCAT. The data reveals a need for improvement of all sub-groups, specifically Limited English Proficient with only twenty-six percent of the population scoring at Level 3 or higher and the Student With Disabilities students scoring fourteen percent at Level 3 or above.

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

Measurable Objective

Given an emphasis on Sunshine State Standards, students in grades 6-8 will demonstrate improvement in mathematics skills as evidenced by at least fifty-six percent of students scoring at Level 3 or above on the 2007 FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, 56 percent of Economically Disadvantaged (ED) sub-group students in grades 6-8 will score Level 3 or above on the 2007 FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, 56 percent of Limited English Proficient(LEP) sub-group students in grades 6-8 will score at Level 3 or above on the 2007 FCAT Mathematics test.

Given an emphasis on Sunshine State Standards, 56 percent or greater of the Students With Disabilities (SWD) sub-group will score Level 3 or above on the Mathematics portion as evidenced by results on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize weekly departmental meetings to plan appropriate instructional interventions throughout the school year.	Math Department	8/14/2006	5/24/2007	Academic Teams	\$0.00
Increase assistance in content areas using home language for limited proficient students.	E.S.O.L. paraprofesional	8/28/2006	5/24/2007	Dual Language Education	\$0.00
Utilize district interim mathematics assessments to monitor student performance.	Administrator, Math department	10/21/2006	5/24/2007	Academic Teams	\$0.00
Provide after school tutorial oportunities for all students to include Limited English Proficient students and Students with Disabilities.	Community School, Math teachers	9/18/2006	3/20/2007	Small Learning Communities	\$0.00
Collaborate between Science and Mathematics teachers to integrate math applications and science targets to include equations, formulas and other calculations.	Mathematics teacher, Science teachers	9/5/2006	5/24/2007	Academic Teams	\$0.00
Provide opportunities and encourage all students to utilize Saturday Academy FCAT Enrichment (SAFE) which will incorporate FCAT Explorer and FCAT Math.	W.R. Thomas Middle Community School	10/07/2006	2/22/2007	Continuous Improvement Model	\$0.00
Increase the use of classroom manipulative materials in order to provide a variety of opportunities for students of all levels and	Math Department	8/14/2006	5/24/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Core Mathematics Program Grade 6-7 / Glencoe Series 1-2

8th Grade Pre-Algebra/Glencoe

6th Advanced Course/Glencoe Series

7th Advanced Course/Pre-Algebra Glencoe

Algebra I / Prentice Hall

Additional resource for all grades: FCAT Coach/Hodges and Magulies

Additional Resources used for intervention groups:

Grade 6: Middle Grades Math (Tools For Success)/Prentice Hall

Grade 7: Middle Grades Math (Tools For Success)/Prentice Hall

Grade 8: Mathematics Exploration and Applications / Prentice Hall

Professional Development

Data Analysis

FCAT Explorer

Evaluation

This objective will be evaluated utilizing the results of the 2007 FCAT Mathematics test as compared to 2006 data. District progress monitoring will take place via interim assessments. In addition to this, after school tutorial and SAFE attendance logs will be used to monitor student involvement in academic programs. FCAT data will be distributed to teachers and will be utilized within classroom instruction as evidenced by lesson plans and departmental meeting minutes.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Writing scores will improve for grade eight students.

Needs Assessment

An assessment of data revealed that ninety percent of the total population improved their performance in writing by one percent. A combined score of seventy-nine percent of grade eight students met high standards on the 2006 FCAT Writing Test. The data revealed that students faired evenly on both the expository and persuasive writing essays. Further analysis of the data indicates that additional emphasis needs to be given in both persuasive and expository writing due to the state requirement of a 3.5 for the 2007 administration.

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 utilizing Sunshine State Standards, students in grade eight will demonstrate high levels of writing as evidenced by eighty-one percent of students scoring 3.5 and above on the 2007 FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Write Traits across the curriculum in the instruction and evaluation of student writing.	All teachers Administration	10/9/2006	4/30/2007	Continuous Improvement Model	\$0.00
Engage in daily writing activities such as journal writing, note taking, and problem-solving.	Language Arts Teachers	9/1/2006	5/24/2007	Academic Teams	\$0.00
Utilize the Saturday Academy Enrichment (S.A.F.E) program to address writing skills through pre-designed FCAT content material.	Community school	10/07/2006	2/24/2007	Continuous Improvement Model	\$0.00
Utilize weekly departmental meetings with department curriculum leaders to plan appropriate instructional interventions throughout the school year.	Administrator, curriculum leaders, teachers	8/14/2006	5/24/2007	Academic Teams	\$0.00
Incorporate Reader's Response activities through journal writing in Homeroom Reading.	Homeroom teachers Administration	8/28/2006	5/24/2007	District-wide literacy plan	\$0.00
Administer timed expository and persuasive writing prompts.	Language Arts Teachers	9/4/2006	2/23/2007	District Strategic Plan	\$0.00

Research-Based Programs

6-8 Writers Choice Grammar and Composition Textbooks/Glencoe

Grade 8 Write Source Textbooks / Great Source

Grade 7-8 Write Traits Program / Great Source

Additional resources used for all groups: supplementary class sets of grade level novels and practice workbooks provided by the publishers.

Professional Development

CRISS Training strategies

Write Traits Instruction

Evaluation

This objective will be evaluated utilizing the results of the 2007 FCAT Writing Plus test as compared to 2006 data. District Pre-/Post test monitoring will take place via district writing assessments and instructor created assessments. Departmental meeting minutes will be reviewed for confirmation that FCAT data distributed to teachers is being utilized within class instruction.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Science scores will improve for grade eight students.

Needs Assessment

W.R. Thomas Middle Community School achieved level 3 and higher for twenty-eight percent of eight grade students taking the 2006 Science FCAT test. This mean scale score faired above the district score of 270, however faired below the states mean score of 289. Further assessment of the data reveals that the Science Department needs to look at their plan for each of the four content areas due to less than fifty percent of the possible mean points earned in either areas such as Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking.

Measurable Objective

Twenty-eight percent of eighth grade students at W. R. Thomas Middle Community School taking the 2006 Science scored at a Level 3 or above; given instruction utilizing Sunshine State Standards, students will increase their science skills as measured by at least fifty-one percent of eighth grade students scoring Level 3 or above on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide the opportunity for all students to complete unit/strand specific science labs.	Science Teachers	9/1/2006	5/30/2007	Academic Teams	\$0.00
Implement ongoing review of FCAT Science benchmarks.	Science Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Correlate SSS and other science related skills through reading, writing, and integrated curriculum infusion for all subgroups.	Science teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Sunshine State Standards strands with respect to the scientific method and inquiry.	Science Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Identify students in all subgroups scoring in the lowest quartile of the FCAT Science Test and provide a tutorial program to assist in remediation.	Science Teachers	11/1/2006	5/30/2007	Continuous Improvement Model	\$500.00
Develop collaboration in between Science and Mathematics teachers to develop lessons and assessments that integrate math applications and science targets to include equations, formulas, and other calculations.	Math teachers, Science teachers, Administration	9/12/2006	5/24/2007	Academic Teams	\$0.00

Research-Based Programs

Grade 6-8: Florida Edition of FL Science / Glencoe Grade 6-8

Grade 9: Earth and Space Science – Science Insights/Scott Foresman

All grade levels will use Florida FCAT Science Coach as a resource/Hodges and Maguiles

Professional Development

Secondary Science Chairpersons Meeting

Evaluation

This objective will be evaluated utilizing the results of the 2007 FCAT Science test as compared to 2006. Assess FCAT sample standardized test results to provide systematic chart of progress toward the objective. Ongoing monitoring will take place via the school site assessments, lesson plans, student portfolios, student projects, staff tutorial logs, and student grades.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Promote the Parent Academy, increase parental involvement along with family and community literacy.

Needs Assessment

W.R. Thomas Middle Community School demonstrates its customer-based approach through its varied and continuous communication with parents, teachers, students and the community at large. During the 2005-2006 School Year the community school offered five parent academy workshops which provided beneficial lessons on how parents could support the school in student learning. There is a need to increase the number of opportunities for improvement for parent participation this 2006-2007 school year.

Measurable Objective

Given an emphasis on parental involvement, the number of W.R. Thomas Middle Community School parents participating in Parent Academy presentations will increase by twenty-five percent as compared to the 2005-2006 school year as evidenced by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide communication of Parent Academy Workshops through PTSA sponsored flyers, school marquee, school website and Neighbors weekly school affairs.	Administrator	9/1/2006	5/30/2007	Community Partnerships	\$0.00
Provide information regarding ParentAcademy during the resource fair through Open House.	Administrator	9/07/2006	9/07/20056	Community Partnerships	\$0.00

Research-Based Programs

National PTA Communicating With Home-Successful Programs
Just Read, Florida

Professional Development

The Parent Academy Workshops through District

Evaluation

This objective will be evaluated utilizing the sign-in sheets and rosters for parent meetings and workshops. Flyers, programs, agendas, and announcements regarding the meetings and workshops will also be included. Other means of documentation will be to take pictures of the advertisement on the marquee and document in a file.

Evaluation of effective parent involvement will include activities that are addressed by the following six standards.

- I. Communicating-Communication between home and school is regular, two-way, and meaningful.
- II. Parenting-Parenting skills are promoted and supported.
- III. Student learning-Parents play an integral role in assisting student learning.
- IV. Volunteering-Parents are welcome in the school, and their support and assistance are sought.
- V. School decision making and advocacy-Parents are full partners in the decisions that affect children and families.
- VI. Collaborating with community-Community resources are used to strengthen schools, families, and student learning.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Discipline and safety will increase at W.R. Thomas Middle Community School during the 2006-2007 school year.

Needs Assessment

The schoolsite incentive scorecard indicates that the W.R. Thomas Middle Community School administration administered 636 outdoor suspensions for the 2005-2006 school year. The outdoor suspensions resulted in students missing valuable learning in a positive learning environment. To meet the scorecard target of 502 there is a need to decrease the number of outdoor suspensions.

Measurable Objective

Given school-wide attention on maintaining a safe and orderly environment, student behavior will improve as evidenced by 502 or fewer outdoor suspensions being assigned during the 2006-2007 school year, as documented by the 2006-2007 final scorecard evaluations.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the S.C.S.I. Indoor Suspension Program as an alternative to outdoor suspensions.	Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the use of Saturday Academy for FCAT Enrichment an alternative to suspension program.	Administrator	9/1/2006	5/30/2007	Community Partnerships	\$5400.00
Share classroom behavior best practices during curriculum department meetings, as well as sharing information obtained from Individual Education Plan and Behavioral Intervention Plan professional development workshops.	Curriculum teams	11/1/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase contact with parents before disruptive behavior requires suspension.	Assistant Principal, Faculty, Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and utilize after school detentions as an alternative to indoor suspension.	Assitant Principals, Faculty	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish a school discipline committee to create an updated discipline plan and monitor the use of classroom discipline plans on a quarterly basis utilizing the Positive Approach to Discipline and the Assertive Discipline models.	Administrator, Discipline team	11/1/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

A positive Approach to Discipline
Assertive Discipline

Professional Development

How to write an Individual Education Plan (IEP)-Special Area Teachers

How to write a Behavioral Intervention Plan (BIP)-Special Area Teachers

Evaluation

The 2006-2007 scorecard target will indicate a decrease with 502 or fewer outdoor suspensions for the 2006-2007 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

Increase the use of technology in the school.

Needs Assessment

There is growing evidence to indicate a positive relationship between technology and student achievement at the middle school level. Years of brain research reveal that middle school students learn best when they are actively engaged in context. It has been proven that technology rich learning environments help students to not only learn the basic skills like reading, math, and science, but also learn the principles that underlie complex data.

Measurable Objective

Utilizing technology as an instructional tool teachers will integrate technology in all seventh and eighth grade classrooms by having at least ninety percent of students participating in lessons which utilize Internet resources and/or computer based programs at least two times a year as evidenced by student portfolios and teacher lesson plans.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Students will submit at least one computer generated assignment through their content teacher.	Teachers	9/1/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the media center's computer lab as part of instruction.	Teacher, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase students knowledge of technology tools through their Computer and Business technology classes.	Business Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop lessons across all grade levels and disciplines to guide students' exploration of the Internet and the World Wide Web as a source of career and employment opportunities.	Teachers, Counselors	11/1/2006	5/30/2007	School-to-Career	\$0.00

Research-Based Programs

National Middle School Association, Technology in the Middle School

Professional Development

How to utilize technology as an instructional tool.

Evaluation

This objective will be evaluated through student portfolios and teacher lesson plans.

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 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

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

GOAL 8 STATEMENT:

W.R. Thomas Middle Community School will improve the average fitness level of physical education students.

Needs Assessment

In a society where obesity is increasing among teenagers, there is a need to increase the fitness level of our students. To properly assess both student fitness performance and programmatic success, a pre-test will be administered to determine the students baseline measure of fitness. After teaching student utilizing the Sunshine State Standards a post-test will be administered at the end of the school year. Student health-related fitness will be assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

Given instruction using Physical Education standards, there will be a ten percent increase on the average scores of all physical education students as evidenced by administration of a pre-test as compared to the post-test on the 2006-2007 FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Give all physical education students the appropriate amount of instructional time to related activities. Activities will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Give all physical education students a post-test on the FITNESSGRAM.	Physical Education Teachers	3/1/2007	5/30/2007	District Strategic Plan	\$0.00
Compare pre- and post-test data to provide valid measure of student/school improvement. This will further provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated objectives and goals.	Physical Education Teachers	11/1/2006	5/30/2007	District Strategic Plan	\$0.00
Give all physical education students a pre-test on six physical strength objectives of the FITNESSGRAM to determine baseline measures.	Physical Education Teacher	11/20/2006	4/15/2007	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

The physical education program incorporates State Sunshine State Standard which are research based.

Professional Development

FITNESSGRAM

Evaluation

W. R. Thomas will administer the FITNESSGRAM, health related fitness test. W.R. Thomas Middle Community School will have improved the average health and fitness score of students as measured by a fitness level increase of ten percent from the pre-test to the post-test on the FITNESSGRAM assessment. Using FITNESSGRAM software, individual students scores will be input, with a prescriptive report being printed out for each student. One copy will go in the student's portfolio and another copy will be sent home to parents.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 9 STATEMENT:

Increase participation in the arts programs.

Needs Assessment

Due to the scheduling of level one and two reading and math intensive classes, students are lacking in elective and special area experiences. Therefore, we need alternative experiences that provide students with the cultural enrichment that these courses provide. With changing guidelines, we are having to see the arts outside of the classroom and in afterschool activities.

Measurable Objective

Given promotion of school based Fine Arts performances, fifty percent of the student population will attend after school performances for the 2006-2007 school year as evidenced by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the amount of guest speaker presentations from performing, media, and/or visual arts personalities, including multi-cultural presentations.	Administrator	11/1/2006	5/24/2007	Expanding arts opportunities	\$0.00
Increase student performing arts presentations at the school including drama, chorus, band, dance, art, photography, graphic arts, and debate by one performance.	Fine Arts Department	11/1/2006	5/24/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

The Art and Education (AEP-Arts)

Discipline Based Art Education

Comprehensive Art Education

Professional Development

Evaluation

This objective will be evaluated utilizing the results from the 2006-2007 school year logging the number of students attending school wide performing arts performances.

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

W.R. Thomas Middle Community School will rank at or above the 85th percentile in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2004-2005, W.R. Thomas Middle Community School ranked at the 83rd percentile on the State of Florida Return on Investment index.

Measurable Objective

W.R. Thomas Middle Community School will improve its ranking on the State of Florida ROI index publication from the 83 percentile in 2005-2006 to the 85 percentile on the next publication of the Return on Investment index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrator	10/6/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

FTE Workshops

Workshops on money management

Evaluation

On the next State of Florida ROI index publication, W.R. Thomas Middle Community School will show progress toward reaching the 85th percentile.

EESAC Compliance

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

Budget:

The EESAC recommends that the principal review the budget with the EESAC and accept recommendations for budget expenses throughout the 2006-2007 school year. They would also want input on instructional support materials.

Training:

The EESAC recommends that faculty continue to participate in professional growth activities, such as CRISS, which will improve classroom instruction.

Instructional Materials:

The EESAC recommends that expenditures regarding instructional spending and technology goals be reviewed by EESAC. These include the purchase of FCAT materials and updated software for the school.

Technology:

The EESAC recommends that the school's technology committee have teacher representatives from each department along with the principal or designee. It's goal will be to seek funding through grant writing. The EESAC also recommended that parent communication increase by the use of the school's website.

Staffing:

The EESAC recommends that they be updated by the principal on new staff members who have been appointed to the school.

Student Support Services:

The EESAC recommends that they receive input from the student body concerning their needs as they pertain to student achievement.

Other Matters of Resource Allocation:

The EESAC recommends that members be instrumental in assisting with the development of the School Improvement Plan for the 2006-2007 school year. Strategies have been achieved by consensus.

Benchmarking:

The EESAC recommends that members review the benchmarks set forth by state and district policies and make recommendations to be included in the School Improvement Plan. The EESAC will continue to work with the school on addressing issues as they occur throughout the 2006-2007 school year to ensure that its objectives are implemented and met.

School Safety & Discipline:

The ESSAC recommends that the principal's presentation of a progressive discipline plan continue to be implemented as a means of maintaining a safe learning environment. Recommendations include using Saturday School as an alternative to suspension.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$500.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$5,400.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$5,900.00

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