

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Marcos A. Milam K-8 Center (3421)

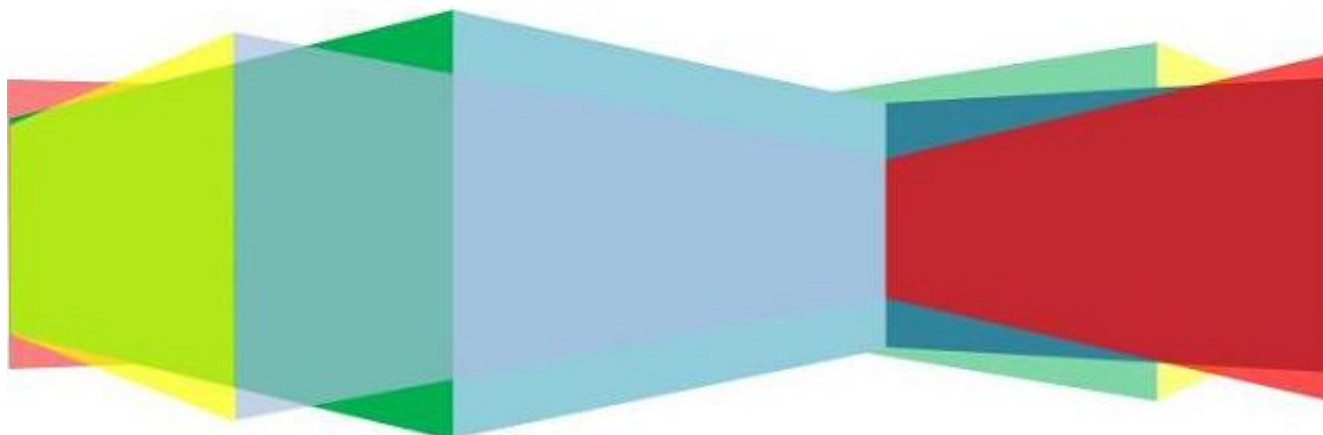
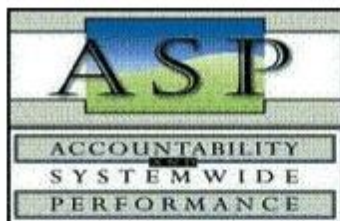
Feeder Pattern - Barbara Goleman Senior

Regional Center I

District 13 - Miami-Dade

Principal - Robert Valenzuela

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

M. A. Milam K-8 Center's current enrollment is approximately 1309 students, pre-kindergarten through eighth grade, and is located in an urban area surrounded by condominiums and a small section of single-family units. The students use a mixture of modes of transportation to come to school. They use private, public, and school buses and many walk to school. Seventy eight percent of the students are eligible to receive free or reduced lunch benefits. This high percentage qualifies the school to receive assistance from the Title I funds. M. A. Milam K-8 Center was rated a "C" during the 2006-2007 school year. As a member of the Hialeah Miami Lakes Feeder Pattern Schools and Regional Center 1, the stakeholders at M. A. Milam K-8 Center recognize that good instruction is the foundation that fosters learning. Therefore, in order to continue making progress towards regaining an "A", we have implemented an instructional program with a strong focus on literacy from kindergarten to eighth grade. Common instructional reading materials with demonstrated success as well as supplementary materials and literacy will be employed at the school across grade levels. A data driven structured curriculum will be delivered with emphasis on continuous assessment of student achievement. The faculty and staff will be given opportunities to participate in the workshops targeted to self-improvement. M. A. Milam will continue to work with local universities to mentor new student teachers and field interns. The school is also the only K-8 Center implementing an extended bilingual program grades kindergarten to eighth grade complemented by (TEAM) Teaching Enrichment Activities to Minorities, (AEP) Academic Excellence Programs targeting chess, journalism, science, engineering (SECME), and educational clubs such as the National Junior Honor Society. In 2007-2008, middle school students will participate in four science/mathematics and technology oriented academies. Additionally, M. A. Milam K-8 Center seeks to continue on the road to improvement by setting the following goals:

Given instruction using the Sunshine State Standards, students in grades three through eight will increase their reading skills as evidenced by 67 percent of the students attaining a Level 3 or above as documented by the scores on the 2008 administration of the FCAT Reading assessment.

Given instruction using the Sunshine State Standards, LEP students in grades three through eight will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, SWD students in grades three through eight will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading test

Given instruction based on the Sunshine State Standards, all students in grade three through eight will increase their mathematics skills as evidenced by 62 percent of the students achieving a Level 3 or above as documented by the scores on the 2008 administration of the FCAT Mathematics assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics skills as evidenced by 62 percent of the students meeting high standards on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by 62 percent of the students meeting high standards as documented by the scores on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent of the students meeting high standards as documented by the scores on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards students will increase their writing skills as evidenced by 90 percent of students in grades four and eight scoring a 3.5 or above on the 2008 administration of the FCAT Writing+ assessment.

Given instruction using the Sunshine State Standards students will increase their science skills as evidenced by 57 percent of the students in grades five and eight achieving a Level 3 or above as demonstrated on the 2008 administration of the FCAT Science assessment.

Given focused activities, parental involvement will increase as evidenced by a five percentage point increase in parental participation by comparing the sign-in logs for the 2006-2007 to the 2007-2008 school years.

Given the need to improve discipline and safety issues, students, based on the Student Code of Conduct, in grades kindergarten through eight will improve their behavior as demonstrated by a one percentage point decrease in the amount of incidents of outdoor suspensions as compared to 2006-2007.

Given the Renaissance Learning Accelerated Reader from the school-wide summary for first through eighth grade, student computer usage at M. A. Milam K-8 Center will increase by 10 percentage points when compared to 2006-2007 as evidenced by summarizing class and grade performance on reading practice quizzes for the 2007-2008 school year.

Given instruction using the Sunshine State Standards for Physical Education, 55 percent of the students tested in grades three through eight will receive silver or gold awards based on the 2007-2008 FITNESSGRAM.



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Given the need for enrichment in the Arts, participation in the "All Stars" after school program of sixth through eighth grade students at M. A. Milam K-8 Center will increase by five percentage points from the previous school year as evidenced by the attendance logs.

M.A. Milam K-8 Center will improve its ranking on the State of Florida Return on Investment Index publication from the 39th percentile to the 40th percentile on the next publication of the Index.

M. A. Milam K-8 Center administered a staff survey during the month of May 2007. This survey assessed the staff perception with regards to the functioning of this educational institution in seven categories: Leadership, Measurement and Analysis, Knowledge Management, Strategic Planning, Customer and Market Focus, Human Resource Focus, Process Management and Business Results. An analysis of the results showed an overall average of 4.3. M. A. Milam K-8 Center will be focusing on improving the following items: In category 7: Business Results, item 7c. I know how well my work location is doing with an average of 3.8 and category 2: Strategic Planning, item 2a, As It plans for the future my organization asks for my ideas with an average of 4.1. These indicators will be addressed by implementing monthly Leadership Team meetings and by monitoring staff involvement in school wide initiatives. Representatives of the School Leaders, a group made up of administrators, department heads, and grade level chairpersons, will head these activities. These venues will allow for additional outlets of information and a free exchange of ideas as we move towards achieving excellence.



School Improvement Plan 2007-2008



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.

3421 - MARCOS A. MILAM K-8 CENTER

VISION

M. A. Milam K-8 Center seeks to create a personalized setting that operates like a community that specifically addresses growth of children from the early years through the adolescent years. The staff makes provisions for an educational environment that encompasses the needs of the whole child.

MISSION

The mission of M. A. Milam K-8 Center is to improve the educational opportunities of children by helping them to succeed in the regular program, attain grade level proficiency and improve achievement in the basic and more advanced skills.

Through the strong leadership of the principal, the vision and mission will become a reality.

CORE VALUES



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School Demographics

M. A. Milam K-8 Center houses students from Pre-Kindergarten to eighth grade. The school is divided into several buildings that are the product of several additions and renovations that have taken place since 1964 when it opened. The school is located at 6020 W 16 Ave., Hialeah, Florida and is situated on ten acres.

The original K-5 structure had 20 classrooms, a cafetorium, and a library and housed 500 students.

The first addition was a three classroom S building in 1981.

The next addition was a six primary classroom S building in 1984.

The next addition came as a 10 open space relocatable building that came with five portable classrooms. Three have been condemned and removed since. (1986-2001)

In 1992 the school was renovated in its entirety that added 15 classrooms, a new media center, and new administrative and student support offices. The job was completed in 1994. The school functioned within the construction in only 75 percent of instructional space.

In 1999 the conversion to K-8 Center began. A Middle Learning Center was added to the existing facility. This building was supposed to house 650 students, but as enrollment has declined due to boundary changes and it currently houses between 500 and 550 middle grade students. In 2002-2004, four additional portable classrooms were added to the school. Then in 2006-2007 two portable classrooms were demolished. There are now a total of 20 portable classrooms. Currently the school is undergoing extensive refurbishing.

STUDENT DEMOGRAPHICS:

M. A. Milam K-8 Center is located in a predominantly Spanish-speaking community in West Hialeah. The school population for the 2007-2008 school year is currently 1309 students in pre-kindergarten through eighth grade. This population is transient by nature with 32 percent of our students moving in and out of the school during the year. The school receives Title I assistance as 78 percent of the students receive free or reduced lunch.

The makeup of the student body reflects the community as 96 percent of the students are of Hispanic origin, two percent white, and two percent African-American and Asian respectively. Forty-two percent of the students are Limited English Proficiency and 17 percent participate in the Exceptional Educational Program. These students receive foreign language instruction from kindergarten to eighth grade and are exposed to responsible inclusionary practices using co-teaching and consultative approaches. Currently, Students with Disabilities (SWD) includes 159 students, Gifted includes 33 students, and the Voluntary Prekindergarten consists of 18 students. M. A. Milam is a Title I school with 76 percent of its students on free or reduced lunch. The 2007 FCAT administration resulted in the number of students scoring at Level 1 and Level 2 as follows:

Reading: 45 percent; Mathematics: 50 percent; Science: 58 percent

UNIQUE ASPECTS: ADVANTAGES

M. A. Milam K-8 Center offers a wide variety of programs/clubs for student enrichment:

SECME, Academic Excellence Program, Chess Club, Lollipop Reading Club, Earth Club, Journalism Club, as well as advanced mathematics courses such as Algebra and Geometry. Additionally, Successmaker is in the process of implementation. The school also provides for special needs students through an inclusion model and resource program and offers a VPK program.

UNIQUE ASPECTS: DISADVANTAGES

The greatest challenges we face are related to the transient population and the inability to serve many students in before and after school settings as parents are not able to cover transportation expenses. Therefore, we must make the most of the day for those who are academically deficient. The school has also been impacted by a high personnel turnover of late which makes for continuity of instruction as well as the school culture difficult. Ongoing construction is also a disruptive force.

TEACHER DEMOGRAPHICS:

The school's leadership team consists of the principal, assistant principals, EESAC Chair, reading coach, mathematics lead teacher, science lead teacher, LEP chairperson, administrative assistant, and media specialist. The faculty is made of highly qualified professionals. Two percent of the staff has Doctorates, seven percent have specialist degrees, and thirty nine percent have Masters degrees. The rest of the faculty is certified in the subject matter they are teaching. However, there has been an extensive turn over during the last three years. Six teachers are new to the school and all six are in their first year. The faculty totals 107 fulltime and two part-time staff members. Of this group, four are administrators, three are guidance counselors, and one media specialist. This fact presents a staff development challenge since so many teachers lack the exposure to the K-8 Center environment, where elementary trained teachers are faced with middle grade students as they teach basic reading and mathematics courses. Currently the ethnicity of the staff is 70 percent Hispanic, 16 percent African-American, 12 percent white, and two percent other.

CLASS SIZE/TEACHER-TO STUDENT RATIO:

The average class size is 14:1 which includes classroom and special area teachers. Currently, the student to teacher ratios are as follows:

Pre-K 18:1



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Kindergarten: 14:1
First grade: 18:1
Second grade: 19:1
Third grade: 17:1
Fourth grade: 22:1
Fifth grade: 21:1
Sixth grade: 23:1
Seventh grade: 21:1
Eighth grade: 21:1

ATTENDANCE RATE

The average attendance rate for the 2006-2007 school year was 97.09 as compared to District's overall attendance rate of 94.07. This average attendance rate includes kindergarten through eighth grade.

PROMOTION/GRUADUATION/RETENTION RATE:

M. A. Milam K-8 Center's retention rates are as follows:

Kindergarten 11 percent
First grade 4 percent
Second grade 8 percent
Third grade 16 percent (FCAT)
Fourth grade less than one percent (one student)
Fifth grade no retentions
Sixth grade 7 percent
Seventh grade 8 percent
Eighth grade 10 percent

FEEDER PATTERN

The students of M. A. Milam K-8 center are in the Hialeah-Miami Lakes Feeder pattern. However, the students transition to both Barbara Goleman and Hialeah Miami Lakes Senior. Barbara Goleman has achieved a letter grade of "D" and Hialeah Miami Lakes has achieved a letter grade of "F" for the 2006-2007 school year. Hialeah Miami Lakes is one of the superintendent's Schools in the Zone (SIZ).

SPECIAL PROGRAMS:

The Comprehensive Research-Based Reading Plan (CRRP) is implemented throughout the school. In conjunction with CRRP, there is a Title I program and a special education program that meets the diverse socio-economic and academic needs of the students.

M. A. Milam K-8 Center students participate in the Academic Excellence Program (AEP). In this program, the students in grades four and five participate in the science component. This component provides critical thinking and reinforces the scientific method with hands-on experiments. Students also participate in the Safety Patrol Club which helps to maintain a safe environment for students that walk to and from school. The Spanish Club provides cultural and bilingual enrichment for participating students. The Art Club provides an opportunity for students to demonstrate creativity through drawing, painting, and clay modeling. Cheerleading provides an opportunity for girls to participate in an athletic activity in a social and motivating manner. Media production provides the students an opportunity to be on the closed circuit television which promotes good verbal and speech communication skills. An after-school tutorial program supported by "The Children's Fun" (Afterschool All Stars) provides opportunities for academic assistance and exposure to life skills. There is a chess club supported through Title I. In addition, the gifted program allows for qualified students to be exposed to higher level thinking skills and advanced academic courses while the extended foreign language (EFL) program promotes cultural heritage awareness.

SCHOOL COMMUNITY RELATIONS/PARTNERS

Dade Partners are:

Washington Mutual which donates an average of \$3000 annually through the check card promotion.
Commission Jose "Pepe" Diaz who, through his office, donates an average of four primary level bicycles a year for student incentives.
Ibiley provides an average of 20 to 30 uniform vouchers for school uniforms annually.
Publix Sabor on 49th street in Hialeah which donates lunch boxes, rulers, and pencils.

GRANTS:

Matchmaker Grant Sponsored by the State of Florida: An award of \$40,000 for the planning and implementation for robotic oriented mathematics and science research classes.

QUALITY STAFF:

HIGHLY QUALIFIED ADMINISTRATORS

The administrative staff of M. A. Milam K-8 Center is comprised of a principal and three assistant principals.

The principal is Dr. Robert G. Valenzuela. Dr. Valenzuela is a 34-year veteran who has worked as a teacher, an assistant principal,



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and for the last 15 years as principal of M. A. Milam K-8 Center. He currently holds a multi-subject certificate. He is certified to teach Spanish 9-12, German 9-12, Elementary Education 1-6 Administration and Supervision and School Principal. Dr. Valenzuela also served as an Adjunct Professor for St. Thomas and Nova Southeastern Universities. During his tenure as a principal Dr. Valenzuela has served on several District level committees, most notable as K-8 Principal liaison. Other committees include: Exceptional Education Advisor Council to the Superintendent, Elementary Principal Liaison, Middle School Principal Liaison, K-12 Allocation Task Force, Summer School Task Force, and many others. Dr. Valenzuela currently serves as Lead Principal of the Barbara Goleman High School Feeder Pattern. Dr. Valenzuela pioneered the K-8 conversion movement, as Milam was one of the first schools to be affected. Dr. Valenzuela's efforts have contributed to the academic successes experienced at Milam during his tenure as evidenced by increases in learning gains in reading, writing, mathematics, parent involvement, and rate of inclusion for exceptional education students

Mrs. Michelle Judge, assistant principal at M. A. Milam K-8 Center, has served as an assistant principal for five years. Prior to becoming an administrator, she taught language arts, creative writing, and intensive reading to sixth, seventh, and eighth grade students. She earned a bachelor's degree in English Literature, master's degree in Teaching English to Students of Other Languages (TESOL), and a specialist degree in Educational Leadership. Her areas of certification include English 6-12 and Educational Leadership. As a teacher and assistant principal, Mrs. Judge has impacted student achievement by working to increase FCAT scores and improve student attendance.

Ms. Edith N. Norniella, Assistant Principal. Ms. Norniella has over 20 years in the field of education. Prior to working with Miami-Dade County Public Schools she worked as a teacher, reading director, and reading specialist in Illinois and Wisconsin. Ms. Norniella has worked as a teacher, reading specialist, and administrator in Miami since 1985. She holds a bachelor's degree from Western Illinois University and a specialist in education degree in educational administration. Current areas of certification include: Spanish, French, elementary education, reading, and educational leadership. Ms. Norniella has impacted student achievement by working to increase FCAT scores and improve student attendance.

Mrs. Erika Rolle is in her second year as an Assistant Principal. Prior to her new position she was a reading leader for the past years four years at Golden Glades Elementary where she facilitated the comprehensive reading program. In addition, she taught grades four - six for several years. She also served as the EESAC chair and grade level chairperson for the past eleven years. She holds a bachelor's degree in psychology, a masters in elementary education, certification in educational leadership and currently working on her doctorate in organizational leadership.

RECRUITMENT/RETENTION OF HIGHLY QUALIFIED TEACHERS

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

SCHOOL WIDE IMPROVEMENT MODEL

M. A. Milam K-8 Center will incorporate the research based Eight-Step Continuous Improvement Model (CIM). The CIM is a data-driven, results-oriented improvement model. This model involves an eight-step process that will regularly assess students for enrichment and remediation based on data driven decisions. The Eight-Step Instructional Process begins with:

1. Disaggregation of data by administration and the leadership team of school-based assessments and FCAT results by individual student groups, identifying learning objectives that need improvement, along with objective successfully mastered.
 2. The development of an instructional calendar that is used for teaching and assessing each benchmark and skill.
 3. Use the instructional calendar to focus on targeted benchmarks.
 4. Assessment of the targeted benchmarks. Students must show mastery of an objective before the teacher moves on.
 5. Address tutorial and enrichments in order to meet individual student needs.
 6. Continuation of address tutorial and enrichments of step five.
 7. Provide ongoing maintenance and reteaching of objectives.
 8. The monitoring process through informal classroom visitations, ongoing team meetings, and administrative evaluations.
- The implementation of the CIM will enable the school's leadership team and subject area lead teachers to effectively disaggregate data from the District's interim assessments and various in-school assessments.

COMMUNICATION WITH PARENTS

M. A. Milam K-8 Center maintains an open line of communication with all parents and guardians of students. All parents were informed of the school's 2006-2007 school performance grade in a timely manner and afforded the opportunity to utilize the Schools of Choice Plan.



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M. A. Milam's Parent Resource Enter serves as a means for school information, minutes, and data in reference to EESAC and PTA. Information is available explaining how parents can become involved and be volunteers. A needs assessment is conducted in September to determine the needs of parents. All services provided are based on the results of the needs assessment and best practices research. Staff from the Office of Parental Involvement, the Office of Community Services, and the Parent Academy work closely with the school to provide classes and support.

Parents of students for the upcoming school year will continue to be apprised of the school's direction and expectations through open meeting forums such as: Open House, Title I Parent Outreach, School Advisory Council, and PTA meetings. Other parent involvement activities will include: parent workshops, Math Family Night, Science Fair, Writer's Fair, Moments for Mom, and Pastelitos for Papa. Parents will be encouraged to actively participate in all activities that impact their child's academic success. The Community Involvement Specialist (CIS), teachers, and administrators call parents to provide information regarding student academic, behavioral, social progress and to set up parent-teacher conferences. The school website, the school marquee, and the "Connect ED" program as well as other tools are used to keep parents informed.

PRESCHOOL TRANSITION:

M. A. Milam K-8 Center houses 18 preschool students. It is manned with one fully accredited teacher and one full-time paraprofessional. These children are exposed to a normal elementary routine regarding lunch and recess. In addition they are exposed to introductory science, social studies, and math through the Leap Frog program for preschool children. They visit the library on a routine schedule for storytime/telling by the Media Specialist and they have a daily session where stories are read aloud to them. Phonological and Early Literacy Inventory (PELI) are administered to all Pre-K students as a pre and post test. The low performing students are targeted for further assessment. Once identified, teachers work with those students. The staff provides parents with packets of suggested activities, registration materials, and offer workshops to train parents to effectively assist in their child's development at home. The early identification, teacher intervention, and parent assistance enables the majority of low performing student to make a smooth transition to kindergarten.

TEACHER MENTORING

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

EXTENDED LEARNING OPPORTUNITIES

Middle School

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

Elementary School

a. Tutoring programs

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Breakthrough to Literacy, Destination Reading, Lightspan Early Reading, to meet the definition of scientifically research-based.



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School Foundation

Leadership:

The Leadership Team at M. A. Milam K-8 Center is made up of individuals that are dedicated to the improvement of our students. This group conducts meetings and shares information with all stakeholders of the school. They participated in the development of our vision and mission statements with input from all school employees. These efforts resulted in an average score of 4.3 in the Organizational Performance Improvement Snapshot (OPIS).

District Strategic Planning Alignment:

The goals and objective of M. A. Milam K-8 Center reflect the District's initiatives and those identified by the Leadership Team at M. A. Milam K-8 Center. All stakeholders were involved in their development. These efforts resulted in an average score of 4.0 in the OPIS.

Stakeholder Engagement:

M. A. Milam K-8 Center has created a parent-friendly environment where families and members of our community feel welcome. We offer adult classes, banking services, behavior modification therapy, before and after school care, and our two grants provide a great environment for growth for our stakeholders. These efforts resulted in an average score of 4.3 in the OPIS.

Faculty & Staff:

The faculty and staff at M. A. Milam K-8 Center is organized as departments headed by selected and elected representatives. These groups meet regularly and submit information to the Leadership Team who in turn responds to their specific needs and the needs of the school. This effort resulted in an average score of 4.2 in the OPIS.

Data/Information/Knowledge Management:

The Leadership Team works closely with the principal as all school data is analyzed and specific strategies are developed to address identified needs. This effort resulted in an average score of 4.4 in the OPIS.

Education Design:

M.A. Milam K-8 Center is a school that is driven by the efforts of a Leadership Team. This team is made of teachers, administrators, parents, and community members. They are focused on improving student achievement and at the same time meeting the demands of District, State, and Federal mandates. This effort resulted in an average score of 4.0 in the OPIS.

Performance Results:

An analysis of the results indicates an increase in parental involvement and staff participation in data analysis and measurement. This effort resulted in an average score of 4.2 in the OPIS.

Schools Graded 'C' or Below

Professional Development:

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop, and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from various trainings on multiple intelligences, differentiated instruction, and cooperative learning and CRISS strategies.

Disaggregated Data :

In August, the school faculty participates in a school-wide data disaggregation activity as they review and analyze the 2007 FCAT demographic data results. As a part of our school improvement model, the Florida Continuous Improvement Model process (FCIM), subject/grade level teams discuss weekly the data results from benchmark mini assessments to determine student needs and instructional strategies.

During the months of October, January and May grade level teams meet to discuss data results from the district FCAT Practice assessment to make necessary changes to their instruction to meet individual student needs.

Informal and Formal Assessments:

FCAT Assessment – March
District Practice FCAT – August, October, January, and May (to monitor progress)
FCIM Benchmark mini-assessments – ongoing
Classroom Assessment – on-going

Alternative Instructional Delivery Methods :

One-on-one individual teacher instruction
Small group instruction
Peer tutoring
Cooperative Learning Groups
Hands-on instructional activities

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

SLC – Student teacher ratio at GWI is often 10:1 or smaller. Teachers have autonomy to create their curriculum as long as it covers SSS and utilizes textbook.

Course Choice: Director of Education sets the student’s schedule based on classes needed for graduation. Students at GWI often are behind in credits for core requirements.

Checked items are located in the following areas:

Innovative approaches: Located in Strategies and Extended Learning Opportunities

Responsibility of Teaching Reading: Reading Objectives

Quality Professional Development: CRP related items

Intensive Intervention Reading: Reading Objectives/strategies

Master Schedules: Strategies

Parental Access: Parental involvement/objective

Applied and Integrated Courses: Reading

Academic and Career Planning: Students are advised by Director of Education, as well as given the choice to investigate other avenues of interest.

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

The students at M. A. Milam will acquire knowledge, skills, and competency needed to master state standards in the area of reading.

Needs Assessment

The school's assessment results indicated that 62 percent of students achieved high standards for reading and 65 percent made learning gains. The score reflected a 6 percent decrease in students achieving learning gains and a four percent decrease in students achieving high standards when compared to 2006. A comparative analysis of students in grades three through eight reflects the following areas of concentration that are needed towards improvement: Grades three, four, seven and eight demonstrated their greatest need for improvement in Reference and Research on the Sunshine State Benchmarks; grade five needs to focus on Comparisons/Contrast; grade six and eight demonstrated deficiency in Words and Phrases. It is important that all remaining benchmarks in all grades addressing the "Big Five" in reading are continuously addressed.

Sixty-two percent of the Limited English Proficient (LEP) students and 64 percent of students with disabilities (SWD) subgroups did not meet Adequate Yearly Progress

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through eight will increase their reading skills as evidenced by 67 percent of the students attaining a Level 3 or above as documented by the scores on the 2008 administration of the FCAT Reading assessment.

Given instruction using the Sunshine State Standards, LEP students in grades three through eight will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, SWD students in grades three through eight will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading test

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Comprehensive Research-based Reading Program (CRRP) with intensive focus on words and phrases, reference/research, main idea/author's purpose and will include differentiated instruction as evidenced in the teachers' lesson plans for grades K-8.	Assistant Principal Principal Reading Coach Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	60000
Use Read 180, Edusoft interim assessment instrument on Sunshine State Standards, Houghton Mifflin theme tests, District Pacing Guide, Glencoe Selection tests, and computer assisted resources to reinforce and enhance reading skills.	Assistant Principal, Reading Coach, Teacher	8/20/2007	5/30/2008	Continuous Improvement Model	12000
Use reading interventions such as Voyager, Early Success, SOAR, and Read XL to increase achievement levels.	Assistant Principal, Reading Coach, Teacher	8/20/2007	6/4/2008	Education Innovation	0
Provide before and during school tutoring (daily) and after school tutoring (three days a week) for Level 1 and Level 2 students grades 3-8. The tutorial program will be evaluated using a diagnostic pre and post tests.	Assistant Principal, Reading Coach, Teacher	8/20/07	5/30/08	Other/ Not Applicable	42000
Analyze/disaggregate data from 2007 FCAT, DIBELS, and MAZE to identify strengths and weaknesses by subgroup (SWD and LEP) in student performance and develop an instructional focus for reading for grades K-8.	Assistant Principal, Teacher, Reading Coach	9/7/2007	5/30/08	Continuous Improvement Model	0
Provide an uninterrupted daily 120 minute block of Reading and Language Arts instruction for students in kindergarten through fifth grade that incorporates the Houghton Mifflin scope and sequence and addresses all benchmarks in a timely manner. Require a mandatory Reading elective in grades six through eight.	Assistant Principal, Reading Coach, Teacher	8/20/2007	6/4/2008	District-wide Literacy Plan	0

Research-Based Programs

Voyager Passport Grades K-8
 Read 180
 Houghton-Mifflin Core Reading Series grades K-5
 Read XL 6-8
 Glencoe Core Reading grades 6-8

Professional Development

1. Houghton Mifflin update 2007-2008.
2. Training on CIM and Florida's Formula 5+3+ii+iii+NCLB (the five essential components of reading; phonemic awareness, phonics, fluency, vocabulary, and comprehension) as provided by the District.
3. Staff development in-house workshops will be delivered as follows:
 - 3a. DIBELS; ORF; DAR;
 - 3b. Houghton Mifflin Differentiated instruction K-5, Explore the Universe through Independent Reading 6-8;
 - 3c. Voyager
 - 3d. Sharing best practices in reading.
 - 3e. Data analysis and District surveys.

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by scores of the 2008 FCAT Reading Test.

This objective will also be evaluated using DIBELS, ORF, pre/progress/post tests, and District interim assessment instrument.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

Students at M. A. Milam K-8 Center will acquire knowledge, skills, and competencies needed to master State standards in the area of mathematics.

Needs Assessment

The data attained from the 2007 School Performance Accountability Results indicates that 57 percent of the students tested made learning gains and 56 percent achieved high standards in mathematics. The scores reflect a 14 percentage point decrease in students achieving learning gains and a four percentage point decrease in students achieving high standards when compared to the 2007 FCAT administration. Fifty percent Hispanic, 52 percent economic disadvantaged, 54 percent LEP, and 66 percent of SWD did not meet AYP. A comparative analysis of the students in grades three to eight demonstrate the following areas of most weakness: 1. Grades four, five, and eight exhibited deficiency in number sense and algebraic thinking. 2. Grade three needs to focus on measurement and geometry. 3. Grade six needs to focus on algebraic thinking and data analysis and probability. 4. Grade seven exhibited deficient in measurement and algebraic thinking. Overall, intensive and continuous instruction is needed in all other strands, but specifically the aforementioned areas must be immediately addressed. Professional development must be ongoing, specifically addressing Critical Thinking Strategies, the use of Manipulative and Technology, Data Driven Instruction, and Assessment.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, all students in grade three through eight will increase their mathematics skills as evidenced by 62 percent of the students achieving a Level 3 or above as documented by the scores on the 2008 administration of the FCAT Mathematics assessment.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics skills as evidenced by 62 percent of the students meeting high standards on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will increase their mathematics skills as evidenced by 62 percent of the students meeting high standards as documented by the scores on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent of the students meeting high standards as documented by the scores on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize new pacing guide for kindergarten through eighth grade to deliver instruction and address the benchmarks by February 2008.	Assistant Principal, Mathematics Lead Teacher, Teacher	8/20/07	2/29/08	Continuous Improvement Model	60000
Provide students with performance-based activities incorporating the use of manipulatives, cooperative grouping, problem solving, and critical thinking skills (i.e. Putting the Pieces Together with the Sunshine State Standards, Navigations through Mathematics). Five activities will be completed by May 2008.	Assistant Principals, Mathematics Lead Teacher, Teacher	8/20/07	5/30/08	Education Innovation	60000
Utilize computer-assisted resources (i.e. Harcourt and Glencoe websites, Riverdeep, and FCAT Explorer) to reinforce and enhance mathematics skills in classroom centers (twice weekly).	Assistant Principals, Mathematics Lead Teacher, Teacher	8/20/07	5/30/08	Education Innovation	0
Conduct school based benchmark assessment (i.e. Edusoft, Test maker, Exam ProView) to evaluate student performance pertaining to the Sunshine State Standards every three weeks	Assistant Principal, Mathematics Lead Teacher, Teacher	8/20/07	5/30/08	Continuous Improvement Model	10000
Disaggregate and analyze data from the 2007 FCAT mathematics subtest to identify strengths and weaknesses by subgroup (i.e. LEP and SWD) in student performance and develop an instructional focus calendar for a mathematics tutorial program (three times a week). A pre/post test will be used to evaluate the tutorial program.	Assistant Principal, Mathematics Lead Teacher, Teacher	9/10/07	5/30/08	Continuous Improvement Model	0
Provide professional development by modeling in the classroom on a weekly basis and staff trainings after school on a monthly basis.	Assistant Principal, Mathematics Lead Teacher	9/14/07	5/30/08	Education Innovation	0

Research-Based Programs

Harcourt Mathematics Program (K-5),
Glencoe Mathematics (6-8)

Professional Development

1. Training on the Eight Step Continuous Improvement Model (CIM) as provided by the District.
2. Training on Florida's Formula 5+3+ii+iii=NCLB, (the five essential components of mathematics: number sense, measurement, data analysis, algebraic thinking, and geometry) as provided by the district, school site administrators, teachers, and math lead teacher.
3. In-house workshops will be delivered as follows:
 - 3a. Data analysis (data disaggregation and instructional focus);
 - 3b. Focus on assessment resources (Edusoft, Test maker, Exam ProView, Successmaker);
 - 3c. Emphasis on algebraic thinking and geometry;
 - 3d. Focus on graphing calculator based activities.
4. Other in-services will be scheduled based on teacher surveys, data analysis, and other district initiatives.



School Improvement Plan 2007-2008



Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Mathematics assessment.

The objective will also be evaluated through research based text pre/progress/post tests and District interim assessment instrument.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Students in grades four and eight at M. A. Milam K-8 Center will acquire knowledge, skills, and competency needed to master state standards in the area of writing.

Needs Assessment

Scores indicated that 89 percent of the students in grades four and eight scored 3.5 or higher on the 2008 FCAT Writing+ Test. However, the results indicate that the following subgroups did not make AYP: 32 percent of Students with Disabilities (SWD) and 84 percent of Limited English Proficient (LEP) students.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards students will increase their writing skills as evidenced by 90 percent of students in grades four and eight scoring a 3.5 or above on the 2008 administration of the FCAT Writing+ assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Eight Step Continuous Improvement Model (CIM) utilizing the eight-step process which includes daily instruction and weekly practice opportunities for writing across the curriculum.	Assistant Principal, Reading Coach, Teacher	8/20/07	5/30/08	Continuous Improvement Model	0
Disaggregate and analyze data from the district FCAT Writing+ Pre, Progress, and Posttests	Assistant Principal, Reading Coach, Teacher	8/20/07	5/30/08	Continuous Improvement Model	0
Provide the opportunity for journal writing which enhances additional writing opportunities.	Assistant Principal, Reading Coach, Teacher	8/20/07	6/4/08	Other/ Not Applicable	0
Participate in Young Author's Fair Night Event.	Assistant Principal, Reading Coach, Teacher	8/20/07	5/30/08	Academic Enrichment Opportunities	1000
Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing picture, and magic words.	Administration Teacher	8/20/07	5/30/08	Education Innovation	0
Incorporate classroom writing to provide punctuation, capitalization, and spelling as well as sentence structure, including "word of the day".	Assistant Principal, Reading Coach, Teacher	8/20/07	5/30/08	Other/ Not Applicable	0
Utilize a writing pattern that focuses on the components of writing. This ensures that students learn effective writing techniques with the use of graphic organizers.	Assistant Principal, Reading Coach, Teacher	8/20/07	5/30/08	Other/ Not Applicable	6000

Research-Based Programs

Writer's Choice

Glencoe Strategies for Reading and Writing grade 6-8

Houghton-Mifflin Core Reading Series grade K-5

Professional Development

1. Professional development for teachers will include training on Sharing Best Practices for Writing (ongoing).
2. Scoring using the Rubric and the Plus in FCAT Writing+.
3. FCAT Writing+ specs;
4. Sharing Best Practices in Writing and the importance of vocabulary in writing using magnified moments and descriptions;
5. Writing data analysis and district writing surveys.

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Writing+ assessment indicating that 90 percent of students in grades four and eight will reach a score of 3.5 or above.

Additionally, progress in writing will be evaluated through District pre/progress/post tests.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Students at M. A. Milam K-8 Center will acquire knowledge, skills, and competency needed to master State Standards in the area of science.

Needs Assessment

The data attained from the 2007 FCAT results indicated that 32 percent of the students achieved high standards in science. The needs assessment reveals that students in grade five were deficient in Earth Space Science and students in grade eight need remediation in scientific thinking.

Measurable Objective

Given instruction using the Sunshine State Standards students will increase their science skills as evidenced by 57 percent of the students in grades five and eight achieving a Level 3 or above as demonstrated on the 2008 administration of the FCAT Science assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Eight Step Continuous Improvement Mode (CIM) utilizing the eight-step process.	Assistant Principal, Lead Science Teacher, Teacher	8/20/07	5/30/08	Continuous Improvement Model	0
Disaggregate and analyze data from the 2007 Science FCAT to identify strengths and weaknesses and develop an instructional focus calendar for science.	Assistant Principal, Lead Science Teacher, Teacher	8/2/07	9/20/07	Continuous Improvement Model	0
Promote the use of computer assisted research and investigation to enhance scientific learning.	Assistant Principal, Science Lead Teacher, Teacher	8/20/07	6/4/08	Education Innovation	0
Incorporate effective teaching strategies using the CIM to develop student's understanding of scientific concepts through classroom activities and project-based learning such as: cooperative groups, hands on activities, and using problem solving/critical thinking strategies.	Assistant Principal, Lead Science TeacherT, each	8/20/07	5/30/08	Continuous Improvement Model	6000
Encourage students to participate in the AEP Hands on Science that provides strategies to support the use of scientific method.	Assistant Principal, Science Lead Teacher, Teacher	8/20/07	5/30/08	Advanced Academics	6000
Encourage the participation in the school Science Fair and SECME that will showcase student achievement and provide strategies for parents to support the use of scientific inquiry at home in real life situations.	Assistant Principal, Lead Science Teacher, Teacher	8/20/07	5/30/08	Academic Enrichment Opportunities	3000

Research-Based Programs

Scott Foresman series

Professional Development

Professional development training will include:

1. Focus on the eight strands of science, use of hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities.
2. Training in experimental demonstrations, concept development, and scientific thinking will also be addressed.
3. The Science Curriculum Support Specialist will provide additional assistance in content delivery and/or strategies as follows:
 - 3a. Pacing guide K-8;
 - 3b. Analysis of pre-test K-8;
 - 3c. Reading in Science K-8
 - 3d. Science Fair, progress test K-8;
 - 3e. Activities to prepare the students for the Science FCAT K-8;
 - 3f. Hands on activities presentation by teachers.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Science administration indicating 57 percent of fifth and eighth grade students achieving a Level 3 or above.

This objective will also be evaluated through research based text pre/post tests.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Parents of M. A. Milam K-8 Center will be encouraged to become actively involved in the education of their children and empowered with tools to do so.

Needs Assessment

The 2006-2007 Parent Involvement Rosters indicated that 38 percent of the targeted parents attended at least one learning activity or in-service that emphasized learning strategies that would help their child improve academically. Activities will need to be highly focused and well planned to maximize efforts to generate increased parental involvement.

Measurable Objective

Given focused activities, parental involvement will increase as evidenced by a five percentage point increase in parental participation by comparing the sign-in logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Make completion of Parent Compact (Title I) for all students a priority.	Assistant Principal, Community Involvement Specialist, Teacher	8/20/07	10/30/08	Other/ Not Applicable	35000
Encourage participation in FCAT workshops	Assistant Principal, Teacher	8/20/07	4/30/08	Exchange Meaningful Information	2000
Encourage participation in the Bilingual Parent outreach program	AdministrationTeacher	8/20/07	5/30/08	Dual Language	1000
Encourage participation in various family activities (i.e. Science Fair, Writers' Fair, PTA meetings, EESAC, room mothers)	Assistant Principal, Activity sponsor	8/20/07	6/04/08	Improve Public Perception	2000
Communicate information of various activities available (website, marquee, parent center, PTA bulletin board, and flyers).	Assistant Principal, Staff, PTA Board	8/20/07	6/4/08	Improve Public Perception	1200

Research-Based Programs

National PTSA Standards of Parent and Family Involvement Program

Professional Development

1. Training for parents on School Notes website.
2. Parents will be encouraged to participate in all PTA meetings, EESAC meetings, FCAT workshops, Science fair workshop.
3. Parents will be encouraged to visit the Parent Center for information regarding education and services available and use of computers set aside for parent use only.

Evaluation

This objective will be evaluated by a five percentage point increase from 2006-2007 as evidenced by the sign-in logs of various parent activities for the 2007-2008 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

Discipline & Safety Statement

Students at M. A. Milam K-8 Center will improve their behavior and reduce incidents of outdoor suspension from the 2006-2007 school year.

Needs Assessment

A data analysis of the number of outdoor suspension incidents in the 2006-2007 school year at M. A. Milam K-8 Center indicate that 11 incidents of outdoor suspensions were processed per the Student Case Management System report. This is a reduction from the 2005-2006 school year of 66 incidents. The suspension rate will be reduced during the 2007-2008 school year by one percent.

Measurable Objective

Given the need to improve discipline and safety issues, students, based on the Student Code of Conduct, in grades kindergarten through eight will improve their behavior as demonstrated by a one percentage point decrease in the amount of incidents of outdoor suspensions as compared to 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote Drug Abuse Resistance Education (D.A.R.E.)	Assistant Principal, Teacher, D.A.R.E. Officer	9/4/07	6/1/08	Student Wellness	100
Promote Character Education through the social studies classes and Youth Crime Watch.	Assistant Principal, Teacher	9/4/07	6/1/08	Safe and High-quality Facilities	1000
Minimize disruptions in the cafeteria (major suspension issue). Increase student supervision by adding additional monitors.	Assistant Principal, Teacher, Cafeteria monitor	8/20/07	6/1/08	Safe and High-quality Facilities	50000
Implement the City of Miami Police Department "Do The Right Thing" program to advocate good moral character.	Assistant Principal, Teacher	8/20/07	6/1/08	Other/ Not Applicable	50
Implement a peer mediation program.	Assistant Principal, Counselor, Teacher	8/20/07	6/1/08	Safe and High-quality Facilities	3000
Implement a school wide discipline plan.	Assistant Principal, Teacher	8/20/07	6/01/08	Safe and High-quality Facilities	1000

Research-Based Programs

Peacefully Resolving Our Unsettled Differences (P.R.O.U.D.)
Drug Abuse Resistance Education (D.A.R.E.)

Professional Development

Professional development for teachers will include having monthly discipline and safety meetings to discuss any issues of concern.

The following trainings will be offered:
Training will be given about the Drug Abuse Resistance Education (D.A.R.E.) program facilitated by the City of Hialeah Police Department.

Teachers in grades kindergarten through eight will be trained about Peacefully Resolving Our Unsettled Differences (P.R.O.U.D.) program and how it is used.

A meeting will be held with teachers concerning Milam's Youth Crime Watch program for the 2007-2008 to recruit and train faculty on this program.

Evaluation

M. A. Milam K-8 Center will show a one percentage point reduction in the amount of outdoor suspension incidents for the 2007-2008 school year as evidenced by the Student Case Management System report when compared to 2006-2007.

Technology Goal

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

Florida Education Priorities

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

District Strategic Plan

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

Technology Statement

Students at M. A. Milam K-8 Center will be given access to computers to acquire knowledge and skills needed to master the International Society of Technology in Education and National Educational Teaching Standards (ISTE/NETS).

Needs Assessment

An analysis of Renaissance Learning Accelerated Reader school-wide summary 2006-2007 data indicates that 50 percent of students were using computers for Accelerated Reader at M. A. Milam K-8 Center in the fourth through eighth grades. There is a need to increase the usage for grades one through three and to continue usage increase in grades four through eight.

Measurable Objective

Given the Renaissance Learning Accelerated Reader from the school-wide summary for first through eighth grade, student computer usage at M. A. Milam K-8 Center will increase by 10 percentage points when compared to 2006-2007 as evidenced by summarizing class and grade performance on reading practice quizzes for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Assign students in grades one through eight a minimum of two books per month.	Assistant Principal, Teacher	9/4/07	5/30/08	District-wide Literacy Plan	100
2. Assign to students, by Reading teacher, in grades one through eight, two quizzes per month on Renaissance Learning Accelerated Reader	Assistant Principal, Content Teacher	9/4/07	5/30/08	Academic Enrichment Opportunities	1000
3. Students who score 80 percent or higher on the quizzes will receive Accelerated Reader incentive	Assistant Principal, Media Specialist, Teacher	9/4/07	5/30/08	Other/ Not Applicable	650

Research-Based Programs

Renaissance Learning Accelerated Reader

Professional Development

A teacher workshop will be facilitated in the use and management of The Accelerated Reader Program.

Evaluation

This objective will be evaluated by Renaissance Learning Accelerated Reader reporting school wide summary sheet indicating a 10 percentage point increase in student computer usage and improvement in reading skills for grades one through eight for the 2007-2008 school year when compared to 2006-2007.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Health & Physical Fitness Statement

Students at Milam K-8 Center will participate in a health and fitness program in the 2007-2008 school year.

Needs Assessment

A data analysis of the FITNESSGRAM scores from the 2006-2007 school year showed that 50 percent of the students tested received silver or gold awards. More students will need to receive silver or gold awards based on the FITNESSGRAM test in order to improve overall health and personal fitness.

Measurable Objective

Given instruction using the Sunshine State Standards for Physical Education, 55 percent of the students tested in grades three through eight will receive silver or gold awards based on the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Invite speakers dealing with physical fitness and nutrition.	Assistant Principal, Career Specialist, Teacher	4/12/08	4/12/08	Student Wellness	200
Encourage after school activities with after school "All Stars".	Assistant Principal, Teacher/parents	8/20/07	6/1/08	Student Wellness	0
Emphasize a nutrition component using the guidelines of the Healthy Schools Program.	Assistabt Principal, Teacher	8/20/07	6/1/08	Student Wellness	0
Introduce recess for grades kindergarten through five.	Assistant Principal, Teacher	8/20/07	6/1/08	Student Wellness	0
Create a culminating sports day using various physical fitness tests.	AdministrationTeachers	5/1/07	5/31/08	Student Wellness	500
Implement an opening exercise routine component.	Assistant Principal, Physical education teachers	8/20/07	6/1/08	Student Wellness	0

Research-Based Programs

FITNESSGRAM test kit
Human Kinetics

Professional Development

Professional development regarding the benefits of physical fitness will be made available for teachers.

Evaluation

This objective will be evaluated at M. A. Milam K-8 Center increasing the number of students that receive silver and gold awards based on the FITNESSGRAM test to 55 percent for the 2007-2008 school year.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas Statement

Students at M. A. Milam K-8 Center will be given the opportunity to participate in extra-curricular activities after school for enrichment in the arts.

Needs Assessment

An analysis of M. A. Milam K-8 Center's students in grades six through eight are limited to one elective of choice as reading is a mandatory elective.

Measurable Objective

Given the need for enrichment in the Arts, participation in the "All Stars" after school program of sixth through eighth grade students at M. A. Milam K-8 Center will increase by five percentage points from the previous school year as evidenced by the attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Have an Open House "All Stars" booth.	Assistant PrincipalTeacher sponsors	9/4/07	9/6/07	Academic Enrichment Opportunities	100
Create a bulletin board to peak interest in joining the after school "Arts" program.	AdministrationTeacher SponsorStudent Members	8/20/07	5/30/08	Academic Enrichment Opportunities	50
Implement a "Bring a Buddy" program to entice other students to join the program.	Assistant Principal, Sponsor, Student Members	9/4/07	5/30/08	Academic Enrichment Opportunities	0
Announce and distribute survey forms for the "All Stars" after school enrichment program.	Assistant PrincipalTeacher Sponsor	8/20/07	5/30/08	Continuous Improvement Model	2000

Research-Based Programs

Riverdeep
PLATO credit recovery

Professional Development

Teachers will be exposed to and trained as to the various components of the "All Stars" program and its implementation, i.e. Differentiated instruction, reading through science, robotics.

Evaluation

This objective will be evaluated by the 2007-2008 attendance logs evidencing a five percentage point increase over the previous year.

Return On Investment Goal

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

Florida Education Priorities

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 type="checkbox"/>

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

Return On Investment Statement

M.A. Milam K-8 Center will rank above the 39th percentile statewide in the Return on Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2004-2005, M.A. Milam K-8 Center ranked at the 39th percentile on the State of Florida Return on Investment index.

Measurable Objective

M.A. Milam K-8 Center will improve its ranking on the State of Florida Return on Investment Index publication from the 39th percentile to the 40th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	8/20/07	6/1/08	Exchange Meaningful Information	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/20/07	6/1/08	Exchange Meaningful Information	0
Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks, grants.	Principal	8/20/07	6/1/08	Other/ Not Applicable	3000

Research-Based Programs

Elementary: Reading/Language Arts- Houghton Mifflin,
 Voyager Passport, Read 180
 Mathematics- Harcourt mathematics program (K-5)
 Science- McGraw Hill
 Social Studies- Harcourt
 Middle School: Reading/Language Arts – Glencoe, Read XL
 Mathematics - Glencoe
 Science - McGraw Hill
 Social Studies - McGraw Hill/Glencoe

Professional Development



School Improvement Plan 2007-2008



ADMINISTRATIVE TEAM

1. Budgeting;
2. Curriculum development;
3. Technology - Edusoft;
4. Data interpretation and analysis;
5. PACES;
6. Bilingual education;
7. Assessments - Interim, CELLA;
8. Alternative education;
9. FTE training;
10. Exceptional education matrix;
11. Articulation plan development.

READING

12. Houghton Mifflin update 2076-2008.
13. Training on the Eight Step Continuous Improvement Model (CIM) and Florida's Formula 5+3+ii+iii+NCLB (the five essential components of reading; phonemic awareness, phonics, fluency, vocabulary, and comprehension) as provided by the District.
14. Staff development in-house workshops will be delivered as follows:
 - 14a. DIBELS, ORF, DAR;
 - 14b. Houghton Mifflin Differentiated instruction for grades kindergarten through five, Explore the Universe through independent reading grades six through eight;
 - 14c. Voyager;
 - 14d. Sharing best practices in reading;
 - 14e. Data analysis and District surveys.

MATHEMATICS:

15. Training on CIM as provided by the District;
- 15a. Florida's Formula 5+3+ii+iii=NCLB, (the five essential components of mathematics: number sense, measurement, data analysis, algebraic thinking, and geometry) as provided by the District, school site administrators, teachers, and math lead teacher.
16. In-house workshops will be delivered as follows:
 - 16a. Data analysis (data desegregation and instructional focus);
 - 16b. Focus on assessment resources (Edusoft, Test maker, Exam ProView, Successmaker);
 - 16c. Emphasis on algebraic thinking and geometry;
 - 16d. Focus on graphing calculator based activities.
17. Other in-services will be scheduled based on teacher surveys, data analysis, and other district initiatives.

Evaluation

On the next State of Florida Return on Investment Index publication, M.A. Milam K-8 Center will show progress toward reaching the 40th percentile.

Other Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Other Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

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:

EESAC had input and reviewed the school's budget.

Training:

EESAC members took an active part in the review of available training for staff. EESAC members also took part in specific EESAC procedural training and for the creation of the School Improvement Plan.

Instructional Materials:

EESAC had input and was apprised of available instructional materials and textbooks for the current school year.

Technology:

Ensuring accessibility of technology is an ongoing priority for the EESAC committee.

Staffing:

EESAC reviewed staffing as part of the budget review.

Student Support Services:

Student Support Services was reviewed at the time of budget review by the EESAC committee.

Other Matters of Resource Allocation:

Various other areas of resource expenditures were reviewed at the time of budget review.

Benchmarking:

Benchmarks for the various Goals/Objectives were reviewed with the drafting of the School Improvement Plan.

School Safety & Discipline:

School safety and discipline concerns have been reviewed as well the school climate survey.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	114000
Mathematics	130000
Writing	7000
Science	15000
Parental Involvement	41200
Discipline & Safety	55150
Technology	1750
Health & Physical Fitness	700
Electives & Special Areas	2150
Return On Investment	3000
Total	369950



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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