

SCHOOL IMPROVEMENT PLAN 2007 - 2008

South Dade Middle School (5003)

Feeder Pattern - South Dade Senior

Regional Center VI

District 13 - Miami-Dade

Principal -

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

South Dade Middle School is located in an agricultural community about 20 miles southwest of Miami, Florida and just a few miles west of Homestead, Florida. The community is known as the "Redlands" for its clay red soil. The surrounding community landscape is abundant with agricultural farms, large homes, and tropical plants. The school has established support from local businesses including First National Bank, Sacred Heart Community Outreach Center, Gullotto Italian Bakery & Deli and City Furniture.

South Dade Middle is currently celebrating its inauguration. The construction of South Dade Middle School began in 2005 and was completed in July of 2007. The school opened its doors to students August 20, 2007 with 54 faculty members and a student enrollment of just under 900. South Dade Middle School was originally built to service grades six through eight. However, due to the large student numbers within the elementary feeder schools, the school was converted to serve grades four through eight. Actual enrollment is currently 902, slightly exceeding projected enrollment of 877. Of our 902 students, 461 are females and 441 are males. Seventy students are enrolled in the Gifted Program and 130 comprise our Special Education population. Specific Learning Disabilities include 1 orthopedically impaired, 4 Educable Mentally Handicapped, 14 Autistic students and 15 Other Health Impaired. The student demographics reflect 5 Asian, 128 Black, 610 Hispanic, 3 Indian, 16 Multicultural, and 140 White. As stated, the school serves a diverse student population which is composed of various ethnicities, social economic backgrounds, educational levels and needs. Seventy-eight percent of the students receive free or reduced lunch. The academic performance groups are comprised as follows: 139 of students scored a Level 1 on the 2007 Reading Florida Comprehensive Assessment Test (FCAT), 163 students scored a Level 2 on the 2007 Reading FCAT, 108 students scored a Level 1 on the 2007 FCAT Mathematics and 171 students scored a Level 2 on the 2007 FCAT Mathematics.

South Dade Middle School operates mostly utilizing a three-way model departmentalized schedule within the fourth and fifth grade levels. South Dade Middle School meets the academic needs of students by offering a variety of classes at appropriate levels. The core content areas - Language Arts, Mathematics, Science, and Social Science can be taken at the regular, advanced, and gifted levels. The core content areas are also offered as special enrollment courses for Special Education Students (SPED). Inclusion classes keep the school in alignment with Miami-Dade County Public School's goal of a 1:22 teacher-student ratio and SPED students benefit from the advantages of participating in a general education setting. Intensive Reading and Intensive Mathematics courses are also offered at South Dade Middle School for students that score at Level 1 or Level 2 on the FCAT.

South Dade Middle is a part of the South Dade Senior High School feeder pattern. Fifty-four teachers are employed by South Dade Middle School. Based on recent data gathered for Class Size Reduction calculation, our average class size is approximately 21 students. Considering we are a new school, our student attendance rate has started very promising superseding an average that exceeds the district's average of 95 percent. The school has not yet been awarded any grants and currently South Dade Middle has not been designated a Title I School.

Unique to South Dade Middle School is that it is the first 4-8 Center within Miami-Dade County Schools. Moreover, South Dade Middle School implements the 7 Habits of Highly Effective Teens, written by Sean Covey. The school has developed a leadership model that all students are considered an integral part of. The leadership lifestyle encourages students to become active leaders by exhibiting personal and academic responsibilities. Students are offered leadership roles within the school setting, such as, public speaking.

South Dade Middle School's curriculum is organized and structured to provide students with challenging, meaningful, and diverse experiences in their first years within a middle school setting. The leadership lifestyle opens many opportunities for student Career Exploration encouraging students to perform at their maximum potential, giving them the tools with which to thrive in real-life situations.

Given instruction based on the Sunshine State Standards, 55% of students in grades 4, 5 and 6 will demonstrate high standards in reading as evidenced by scoring a Level 3 or above on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 4 through 6 will demonstrate high standards in mathematics as evidenced by 60% or more of students scoring a Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will increase their skill proficiency in writing, evidenced by a 1% increase in the number of students scoring at Level 3 or above on the 2008 Administration of the FCAT Writing+ Test as compared to the District Average in the 2007 administration of the FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase of 5 percentage points in the number of students achieving Level 3 and above on the 2008 FCAT Science Test as compared to the District Average in the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an 80% participation rate in the number of parents enrolled in the P.T.A. as reflected in sign-in logs for the parent resource center, PTA meetings, and registrations for the parent academy.

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Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the District Average for the 2006-2007 school year.

Given an emphasis on the effective use of technology in education, all teachers will receive training on utilizing Electronic Gradebook in their classrooms as evidenced by 100% of the teachers utilizing Electronic Gradebook to manage attendance and student grades.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 5% during the 2007-2008 school year as compared to the District Average for the 2006-2007 school year.

South Dade Middle School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point as compared to the District's average.

South Dade Middle School has not had the opportunity to participate in an OPIS survey and therefore does not have survey results. Regardless, the school administration is proactively focusing on two major areas of improvement including student safety and teacher expertise. The areas of concern are related to the lack of monitoring personnel, such as, crossing guards, lunch room aides, and security monitors. Another area of concern is the high number of beginning teachers. Professional development opportunities are being offered to teachers throughout the year.



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.

5003 - SOUTH DADE MIDDLE SCHOOL

VISION

"Students today, leaders tomorrow."

MISSION

"We are committed to develop leaders through high expectations of academic achievement and individual responsibility."

CORE VALUES



School Improvement Plan 2007-2008



SOUTH DADE MIDDLE SCHOOL CORE VALUES

Excellence-Defines who we are and how we conduct our programs. We proactively examine our performance and strive to improve in a never-ending quest to continually raise our educational programs to new levels of excellence.

Integrity-Integrity forms the foundation of our school and leadership program. We demand the highest level of ethics and grow our organization based on interactions that promote mutual trust and respect with our stakeholders.

Diversity – We value and embrace diversity. We are sensitive to the special needs and diverse backgrounds of individuals.

Innovative Thinking – Our organization grows through innovative thinking. We proactively approach challenges and opportunities with innovative thinking to develop creative solutions.

Leadership Opportunities – We believe that leadership skills can and should be continually improved and refined. We provide programs and services to foster lifelong leadership learning opportunities.

School Demographics

South Dade Middle began construction in 2005 and was completed in 2007. The school is built on 20-Acre parcel in rural southern Miami-Dade County. The mailing address is 29100 SW 194 AVE, Homestead, Florida 33030. The school is located in a farming community surrounded with avocado groves, native Florida vegetation. The facility is equipped for 1,662 student stations and is currently not utilizing any portable classrooms. South Dade Middle relieved Avocado and Redondo Elementary Schools, as well as Homestead Middle and Redland Middle Schools. Beginning August 2007, the school services students in grades 4, 5 & 6. The school will continue adding grades until it has 8th grade in 2009. The school facility is brand new, with magnificent architecture that inspires teaching and learning.

Out of 895 students, 705 receive free/reduced lunch. According to census information the 2006 estimated population in the City of Homestead was 53,767. The median age of the school community was 27 years old. The median household income in 2005 was \$27,700, and the average home was valued at \$175,000.00. The ethnic breakdown of the school community is 31.5 percent Hispanic, 22.9 percent White Non-Hispanic, 22.5 percent Black, 9.8 percent other race, 5.3 percent two or more races, and 8 percent American Indian.

The school services students of diverse socio-economic, ethnic and educational backgrounds. The school currently services 895 students; 78.8 percent of these students receive free or reduced lunch. The student ethnic breakdown consists of 68 percent Hispanic, 14 percent Black (non-Hispanic), 16 percent White (non-Hispanic) and 2 percent Asian/Indian Multi-Cultural. The academic performance groups are comprised of 15 percent (139) Florida Comprehensive Assessment Test (FCAT) Reading Level 1 students, 18 percent (163) FCAT Reading Level 2 students, 12 percent (108) FCAT Mathematics Level 1 students, and 19 percent (171) FCAT Mathematics Level 2 students.

The school's unique implementation of the student leadership lifestyle which is based upon the foundation of the 7 Habits of Highly Effective Teens by Sean Covey that fosters development of skills needed to succeed academically and personally. The leadership lifestyle permeates every area of the school. Students, teachers, staff and parents alike are receiving training on The 7 Habits of Highly Effective Teens, authored by Sean Covey. This leadership lifestyle is creating a school climate that promotes goal setting, effective planning, time management and academic achievement. The school's unique leadership lifestyle encourages creative and innovative thinking. South Dade Middle School strives for a climate of high academic expectations and developing the leaders of tomorrow, today.

The architectural design and structure of the building is appealing and inspiring to the community at large. The abundant school facilities are quite advantageous to the stakeholders of South Dade Middle School. Instructional classrooms are equipped with state of the art technology including smart boards and computers. Effective use of technology helps South Dade Middle School with developing 21st century skills by infusing technology into the curriculum. Music is played throughout the hallways and student artwork is prominently displayed as part of an inspirational environment. This helps to promote appreciation for art, music and cultural diversity.

South Dade Middle School faces several challenges in the internal operations and interactions with the surrounding community. Some challenges include student safety during pick-up and drop-off, the importance of daily attendance, and compliance with the school's uniform policy. Our goal is to provide a safe and high-performance learning environment for our students. To accomplish these goals, our school personnel will work closely with our parents and solicit support from our EESAC and Dade Partners.

South Dade Middle also faces the challenge of professional development and support for its fairly inexperienced staff. The administration is actively recruiting teachers to become certified in the District's Teacher-Mentoring Program

South Dade Middle School has a highly professional, qualified core group of educators. The school profile consist of three administrators, 1 lead teacher, 54 classroom teachers (including one National Board Certified Teacher), 3 paraprofessionals, 2 guidance counselors, 1 media specialist, 1 media assistant, 5 office staff members, 6 cafeteria workers, 1 security guard, and 6 custodians. There is currently 54 instructional staff members, 100 percent of the instructional staff are employed on a full-time basis. Six teacher buddies have been teamed with new teachers to provide mentoring and assistance. The leadership team consists of six members: a Language Arts Curriculum Leader, a Mathematics Curriculum Leader, a Science Curriculum Leader, a SPED Curriculum Leader, a Reading Coach, and a Lead Teacher. The ethnic composition of the full-time instructional staff is as follows: 8 Black (14%), 35 Hispanic (68%), 1 Asian (1%), 1 Multiracial (1%), and 9 White (16%).

The school is currently interviewing candidates in order to select highly qualified individuals to fill vacancies for the following positions: Reading Coach, Cafeteria Monitor, Security, and Custodian (3). Recruiting the right personnel is important to the school administration and stakeholders. The school's remote location makes it challenging to find candidates. The administration is also working closely with the leadership team in order to select appropriate professional development strategies in order to prevent teacher attrition. New teachers have already been assigned "buddies".

The average general class size is 21:1 ratio for students in grades fourth through sixth. SPED populations are slightly smaller, averaging 16:1 ratio across the different grade levels. According to the district allocation plan the student teacher ratio averages 21:1.

To date, South Dade Middle School is experiencing a 96.8% daily attendance rate. The school's attendance committee, led by the



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school's assistant principal has designed strategies and incentives to continuously improve student attendance.

South Dade Middle has not concluded its first year yet and currently does not have any promotion, or retention rates. It will have its first graduating class in June 2010.

South Dade Middle School belongs to the South Dade Senior High School feeder pattern. Students futured to South Dade Middle School typically will have attended Redondo and Avocado Elementary Schools for grades Pre-K thru 3. They will attend South Dade Middle School for grades 4-8. Later, they will attend South Dade Senior High for grades 9-12. None of the schools listed above are ZONE schools.

South Dade Middle School currently has three self-contained gifted classrooms. The purpose of this special program is to promote learning opportunities and experiences that supplement, or extend the general curriculum. South Dade Middle's gifted program strives to increase student achievement through the acquisition of enhanced critical thinking and problem-solving skills. Teachers promote acceleration and enrichment of able students through the use of investigative and shared inquiry skills. The gifted program also helps promote the individual pursuit of special interests and development of academic talents.

The school has been fortunate in receiving support from the Homestead/Redland community. 1st National Bank assisted the school administration in providing all the teachers with tote bags filled with necessary teaching supplies. Sacred Heart Outreach Center was extremely generous in donating one book bag for each SOUTH DADE MIDDLE SCHOOL student filled with school supplies. Gullotto Bakery has donated lunches for several meetings held at the school. Local plant nurseries have donated ornamental plants for the school office and entrance and City Furniture donated couches for the school's media center.

SOUTH DADE MIDDLE SCHOOL has not received any grants at the present time.

School Foundation

Leadership:

1. Brian Hamilton, Principal

Mr. Hamilton is currently entering his 22nd year in the Miami-Dade County Public School System. His entire career has been devoted to serving middle school students. He was a physical education instructor for ten years, an assistant principal for seven years and is entering his fifth year as a principal. He has a Bachelor of Science and Master's degree in Physical Education and he is certified in Educational Leadership. Mr. Hamilton's strengths as a leader are many. He excels in the area of community and parental relations. His greatest strength is his ability to recognize the strengths in his staff and utilize them in areas that provide the most support for students to achieve academically. He has contributed to the success of students' academic achievement by becoming CRISS trained so that he is able to recognize those strategies when they are implemented. He has also participated in team teaching throughout the year.

2. Deborah Riera - Assistant Principal

Ms. Riera was the first administrator appointed to South Dade Middle School. She comes to the educational field with a business background. Ms. Riera has a Bachelor of Arts degree in Business Administration/Human Resources, a Masters of Science degree in Education and a Specialist Degree in Educational Leadership. Her experience as a curriculum specialist, testing and department chairperson, and Saturday program director has provided her many opportunities to lead successfully. Ms. Riera has extensive experience monitoring the academic progress of students. She oversees the staff's professional development and ensures that instruction is data-driven and differentiated in order to foster students' individual needs.

3. J. Carol Brown, Assistant Principal

Ms. Carol Brown is in her sixteenth year as a career Assistant Principal. She is a Highly Qualified Administrator. Ms. Brown has administrative experience K-12. Ms. Brown earned her Masters degree in Administration/Supervision from Nova Southeastern University in Fort Lauderdale, Florida. She earned her Bachelors degree from the University of Missouri, Columbia, Missouri. She has taught school in grades one, two and six. She was recognized as Teacher Of The Year from her school. She worked as a Career Counselor, where she was recognized by the Dade County Association of Business and Education as Career Counselor Of The Year. Ms. Carol Brown has also been recognized as a finalist for the Assistant Principal Of The Year 2007 and she was a finalist for the Exceptional Student Education Administrator Of The Year 2007. As a Highly Qualified Administrator, Ms. Carol Brown has led her schools in an academically rich environment where her students excel in reading, science and math. Ms. Brown was the Assistant Principal for curriculum at a Miami-Dade Public School where her students reached a "B" status on the 2006-2007 FCAT assessment. She helped to implement a "looping" curriculum design to assist sixth grade students in the transition to middle school. Ms. Brown has written and received grant funding for over \$ 25,000.00. Her grants have involved funding for a school television department, a student diversity after school club, a financial empowering club for teen girls, and an agricultural fair that included the Homestead and Redland farmland communities. As a positive force in the community, Ms. Brown involves herself in church and community organizations that recognize youth as the leaders of tomorrow. Ms. Brown is an active member of the Arts Council of Miami-Dade County. Ms. Carol Brown continues to provide quality administrative experience for the students of Miami-Dade County.

District Strategic Planning Alignment:

Since South Dade Middle School is in its inaugural year, it has not conducted an OPIS assessment. Survey results are not yet available.

Stakeholder Engagement:

Since South Dade Middle School is in its inaugural year, it has not conducted an OPIS assessment. Survey results are not yet available.

Faculty & Staff:

Since South Dade Middle School is in its inaugural year, it has not conducted an OPIS assessment. Survey results are not yet available.

Data/Information/Knowledge Management:

Since South Dade Middle School is in its inaugural year, it has not conducted an OPIS assessment. Survey results are not yet available.



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Education Design:

Since South Dade Middle School is in its inaugural year, it has not conducted an OPIS assessment. Survey results are not yet available.

Performance Results:

Since South Dade Middle School is in its inaugural year, it has not conducted an OPIS assessment. Survey results are not yet available.

Schools Graded 'C' or Below

Professional Development:

Since South Dade Middle School is in its inaugural year, school grade is not yet available.

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

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

DIFFERENT INNOVATIVE APPROACHES TO INSTRUCTION:

Struggling students at South Dade Middle School receive quality instruction based on utilizing innovative approaches to teaching and learning. Teachers utilize technology effectively in order to instruct all students. Highly qualified teachers offer students struggling academically tutoring during school hours. Teachers utilize data to drive and differentiate instruction based on students' individual needs.

RESPONSIBILITY OF TEACHING READING FOR EVERY TEACHER:

At South Dade Middle School writing skills are taught in all subject areas. Students are taught that effective writing is the key to academic success. Language Arts Teachers work together with Mathematics, Science and Social Science teachers daily during team planning to offer techniques and strategies to improve student writing. Teachers are provided with samples of student writing to serve as anchor papers in assessing their own students writing.

QUALITY PROFESSIONAL DEVELOPMENT FOR TEACHERS & LEADERS:

Professional development is being consistently organized and facilitated for teachers based on a need assessment survey developed by a school administrator in June of 2007. Professional development at South Dade Middle is relevant and targeted towards meeting school goals. Professional development in Language Arts and Mathematics Best Practices was offered to South Dade Middle School teachers in June of 2007 to prepare them to instruct their students effectively. Wednesdays, early release days, professional development is organized and facilitated in the media center. In addition, teachers are encouraged to register for professional development opportunities offered by the region and/or district.

SMALL LEARNING COMMUNITIES (SLC):

Small learning communities are an innovative practice for teachers to acquire skills within their field or discipline through the sharing of best practices. Through the implementation of small learning communities, teachers are able to personalize instruction and better address their students' learning styles, strengths, and weaknesses. In SLC teachers are able to develop their own skills through shared ideas and by receiving different perspectives from other professionals within the same field.

INTENSIVE INTERVENTION SYSTEMS:



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Intensive intervention in reading and mathematics occur early and through innovative delivery systems based on the review of student data. Students are scheduled throughout the school day utilizing a resource system for intervention in areas of need with highly qualified teachers. These students are identified in the summer before the school year begins.

PARENTAL ACCESS AND SUPPORT:

Parents may easily communicate with their child's teachers through telecommunications, via-email, or written communication. In addition, parents may access academic information through the electronic grade book or may access classroom curriculum through the use of the dadeschools.net parental portal. Administrators also welcome questions, concerns and input from interested stakeholders.

APPLIED AND INTEGRATED COURSES:

Integrated courses and applications allow students to focus and make the necessary connections to real-life situations that foster the understanding of the content.

COURSE CHOICE BASED ON STUDENT GOALS/INTEREST/TALENT:

School is more relevant to students when the student is allowed to choose courses based on his/her goals, interests, and talents. Student choice is based on prior knowledge and experiences; in addition, the student brings motivation and enthusiasm to the learning atmosphere. Currently, students at South Dade Middle School may elect to take music (band), music (vocal), 2-D art, 3-D art, physical education and applied technology.

MASTER SCHEDULES BASED ON STUDENT NEEDS:

Master schedules are designed based on student academic individual needs. Classes are offered and instructional faculty positions are generated on the same basis. The courses offered one school year may differ from another based on the school enrollment and the student needs for that particular year.

ACADEMIC AND CAREER PLANNING

The school's leadership program and classroom instruction at South Dade Middle are closely entwined with real-world scenarios and career planning. Students apply and maintain "jobs" within the school; positions are created that relate to real-life jobs. Within the classrooms teachers help students explore their personal interests, values and individual strengths. The Lead Teacher, School Counselor and Media Specialist work closely with the students on discovering academic and career goals.

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 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"/>

Reading Statement

All students at South Dade Middle School will be able to read on or above grade level.

Needs Assessment

South Dade Middle School does not have previous data. Data attained from the District Level Report indicates that 64% of grade four students met high standards by scoring a Level 3 or above on the 2007 administration of the FCAT Reading Test. District data also reflects that 66% of students in grade 5 met high standards in reading and 55% of students in grade six met high standards by scoring a 3 or higher on the 2007 administration of the FCAT Reading Test.

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 based on the Sunshine State Standards, 55% of students in grades 4, 5 and 6 will demonstrate high standards in reading as evidenced by scoring a Level 3 or above on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify FCAT Level 1 and Level 2 students and schedule them in Intensive Reading or Intensive Reading+ classes.	Assistant Principal of Curriculum, Reading Teachers	June 2007	May 2008	District-wide Literacy Plan	0
Implement an in-house pull-out tutorial program with instruction provided by certified teachers to assist students in the lowest 25 percent in reading.	Administrators, Select Teachers	September	May 2008	District-wide Literacy Plan	0
Implement the Inclusion Model for students with learning disabilities in grades 4, 5 and 6.	Administration, select group of Inclusion Teachers	August 2007	May 2007	Inclusion of SWD	0
Administer the District-Created Interim Assessments to assess student progress as related to the tested reading benchmarks.	Administration, Lead Teacher, Classroom Teacher	September	June 2007	Continuous Improvement Model	0
Conduct Monthly meetings using the Continuous Improvement Model.	Assistant Principal of Curriculum	September	June 2008	Continuous Improvement Model	0
Utilize Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Assistant Principal of Curriculum	September	June 2008	Continuous Improvement Model	0
Provide professional development for teachers on techniques to improve student writing, best practices in reading CRIS strategies and assessing student writing.	Assistant Principal of Curriculum, Lead Teacher, Language Arts Chairperson	August 2007	March 2008	District-wide Literacy Plan	0
Utilize curriculum maps, Focus Calendar, and Pacing guide to guide effective instructional practices within the classroom.	Administration, Department Chair, Language Arts Teachers	August 2007	June 2008	District-wide Literacy Plan	0

Research-Based Programs

South Dade Middle School will utilize the following research based strategies to target this goal:

- Houghton-Mifflin state adopted series (grades 4 and 5)
- Glencoe-McGraw-Hill state adopted series (grades 6)
- Reading Voyager
- Voyager Passport
- Reading Plus computer-based program

Professional Development

South Dade middle School will provide the following professional development opportunities to target this goal:

- Differentiated Instruction
- Techniques and Strategies to Improve Student Writing
- Current research and Best Practices in Teaching and Learning
- Effective Use of Educational Technologies (Smart Board)

Evaluation

Scores on the 2008 FCAT Reading Test will be utilized to evaluate this objective. In addition, progress-monitoring tools such as Interim Assessments, and Bi-Weekly assessments will also be used to measure student progress.

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 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"/>

Mathematics Statement

All students at South Dade Middle School will be able to perform at or above grade level in mathematics.

Needs Assessment

South Dade Middle School does not have a previous data. Data attained from the District Level Report indicates that 67% of grade four students met high standards by scoring a Level 3 or above on the 2007 administration of the FCAT Mathematics Test. District data also reflects that 54% of students in grade 5 met high standards in mathematics and 44% of students in grade six met high standards by scoring a 3 or higher on the 2007 administration of the FCAT Mathematics Test.

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 based on the Sunshine State Standards, students in grades 4 through 6 will demonstrate high standards in mathematics as evidenced by 60% or more of students scoring a Level 3 or above on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify FCAT Level 1 and Level 2 students and schedule them in Intensive Mathematics classes.	Assistant Principal of Curriculum, Mathematics Teachers	June 2007	May 2008	Other/ Not Applicable	0
Implement an in-house pull-out tutorial program with instruction provided by certified teachers to assist students in the lowest 25 percent in mathematics.	Administrators, Select Teachers	September	May 2007	Other/ Not Applicable	0
Implement the Inclusion Model for students with learning disabilities in grades 4, 5 and 6	Administration, Select group of inclusion teachers	August 200	June 2008	Inclusion of SWD	0
Administer the District-Created Interim Assessments to assess student progress as related to the tested mathematics benchmarks.	Administration, Lead teacher, Classroom teachers	September	May 2008	Continuous Improvement Model	0
Conduct Monthly meetings using the Continuous Improvement Model.	Assistant Principal of Curriculum	September	May 2008	Continuous Improvement Model	0
Utilize Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Assistant Principal of Curriculum	September	June 2008	Continuous Improvement Model	0
Provide professional development for teachers on techniques to improve student mathematics skills.	Assistant Principal of Curriculum, Lead Teacher	July 2007	June 2008	District-wide Literacy Plan	0
Utilize curriculum maps, Focus Calendar, and Pacing guide to guide effective instructional practices within the classroom.	Administration, Department Chair, Teachers	August 200	June 2008	Seamless PreK-12 Curriculum	0
Provide all students with daily performance based activities incorporating the use of manipulatives problem solving, critical thinking , communication skills and technology.	Assistant principal of Curriculum, Mathematics Department Chair, Mathematics teachers	August 200	June 2008	Other/ Not Applicable	0

Research-Based Programs

South Dade middle School will utilize the following research based strategies to target this goal:

- Scott-Foresman state adopted series (grades 4 and 5)
- Glencoe state adopted textbook (grades 6)
- Math Voyager
- Explore Learning's interactive Mathematics and Science Gizmos

Professional Development

South Dade Middle School will provide the following professional development opportunities to target this goal:

- Data Analysis for Data-Driven Instruction
- Training for the GIZMOS program
- Edusoft
- Riverdeep

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Mathematics Test. Progress monitoring tools such as Interim Assessments, and Bi-Weekly assessments will also be used to measure student progress

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 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"/>

Writing Statement

All students at South Dade Middle School students will be able to write at or above grade level.

Needs Assessment

South Dade Middle School does not have a previous data. Data attained from the District Level Report indicates that 82% of grade four students met high standards by scoring a Level 3.5 or above on the 2007 administration of the FCAT Writing+ Essay Test.

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 based on the Sunshine State Standards, students in grade 4 will increase their skill proficiency in writing, evidenced by a 1% increase in the number of students scoring at Level 3 or above on the 2008 Administration of the FCAT Writing+ Test as compared to the District Average in the 2007 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the use of the 6.0 writing rubric to involve students in scoring sample essays.	Assistant Principal of Curriculum, Language Arts Chair, Reading Teachers, SPED Chair	August 2007	June 2008	Continuous Improvement Model	0
Incorporate the writing process across the curriculum.	Assistant Principal for Curriculum, Subject Area Chairpersons	August 2007	June 2008	District-wide Literacy Plan	0
Provide small group tutoring for students scoring 3.5 or lower in the school developed essay pre-test.	Administration, Language Arts Teachers	August 2007	June 2008	District-wide Literacy Plan	0
Provide professional development opportunities for teachers to utilize FCAT writing rubrics to instruct and assess student writing.	Assistant Principal for Curriculum, Language Arts Department Chair	September	June 2008	Other/ Not Applicable	0

Research-Based Programs

South Dade middle School will utilize the following research based strategies to target this goal:

- Houghton-Mifflin state adopted series (grades 4 and 5)
- Glencoe-McGraw-Hill state adopted series (grades 6)
- FCAT Framework material provided by the State of Florida Department of Education and the District

Professional Development

South Dade middle School will provide the following professional development opportunities to target this goal:

- Holistic Scoring
- Techniques and Strategies to Improve Student Writing
- Current research and Best Practices in Teaching and Learning

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Writing+ Test. Progress monitoring tools such as the District Pre and Post Writing Test, and Bi-Weekly assessments will also be used to measure student progress. Scores from writing assessments will be used to redirect intervention and instructional practices as recommended by the Continuous Improvement Model.

Science Goal

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

Florida Education Priorities

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

Science Statement

All students at South Dade Middle School will be able to apply the scientific method and demonstrate mastery of grade level concepts.

Needs Assessment

South Dade Middle School does not have previous data.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 5 will improve their science skills as evidenced by an increase of 5 percentage points in the number of students achieving Level 3 and above on the 2008 FCAT Science Test as compared to the District Average in the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the science focus calendar in order to meet the Sunshine State Standards.	Assistant Principal of Curriculum, Science Department Chairperson	August 200	June 2008	Seamless PreK-12 Curriculum	0
Involve students in required lab activities to enrich instruction and develop a greater understanding of scientific concepts.	Assistant Principal for Curriculum, Science Department Chairpersons, Science Teachers	August 200	June 2008	Seamless PreK-12 Curriculum	0
Utilize informative web sites to supplement classroom instruction.	Science Teachers	August 200	June 2008	Other/ Not Applicable	0
Conduct Monthly meetings using the Continuous Improvement Model.	Assistant Principal of Curriculum	September	June 2008	Continuous Improvement Model	0
Utilize Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Assistant Principal of Curriculum	September	June 2008	Continuous Improvement Model	0
Involve teachers in making data driven decisions regarding the instruction of their students.	Assistant Principal for Curriculum, Science Department Chairperson	September	June 2008	Continuous Improvement Model	0

Research-Based Programs

South Dade Middle School will utilize the following research based strategies to target this goal:

- Scott Foresman state adopted series (grades 4 and 5)
- Glencoe-McGraw-Hill state adopted series (grades 6)
- Explore Learning's interactive Mathematics and Science Gizmos

Professional Development

South Dade Middle School will provide the following professional development opportunities to target this goal:

- Scientific Method and Experimental Design
- Science Fair Projects
- Minimum Required Labs
- Utilizing Gizmos

Evaluation

This objective will be evaluated by the percentage of students that complete science projects, scores on the 2008 FCAT Science Test, District Interim Assessments for Science and bi-weekly assessments.

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

Parental Involvement Statement

South Dade Middle School will initiate an active P.T.A. The P.T.A. will increase parental involvement and support of the school's academic and extracurricular activities.

Needs Assessment

South Dade Middle School does not have previous data.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an 80% participation rate in the number of parents enrolled in the P.T.A. as reflected in sign-in logs for the parent resource center, PTA meetings, and registrations for the parent academy.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to join the P.T.A.	Administrators, Team Leaders, Teachers, Interested parents	September	June 2008	Other/ Not Applicable	0
Provide parents with clear and continuous information about activities in school utilizing Connect-Ed, and the school website.	Administrators, Counselors, Teachers, PTA members	August 200	June 2008	Improve Public Perception	0
Provide parents with up to date information regarding academic progress and attendance via Electronic Gradebook.	Administrators, Teachers	August 200	June 2008	Other/ Not Applicable	0
Create a welcoming and inviting Parent Resource Center at South Dade Middle School.	Administrators	September	June 2008	Improve Public Perception	0

Research-Based Programs

South Dade Middle School will utilize the following research based strategies to target this goal:

- PTA

Professional Development

South Dade Middle School will provide the following professional development opportunities to target this goal:

- Opportunities for parents to receive training on how to support their child's education and school as well as how to participate in The Parents Academy.

Evaluation

This objective may be measured utilizing sign-in logs for the parent resource center, PTA meetings, and the number of South Dade Middle School parents registered for The Parents Academy

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

South Dade Middle School will create a safe and orderly environment that is conducive to learning.

Needs Assessment

South Dade Middle School does not have previous data.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the District Average for the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Train teachers on the 7 Habits of Highly Effective Teens to establish a school wide culture of high expectations.	Administrators, Lead Teacher, Team Leaders	August 200	June 2008	Other/ Not Applicable	0
Provide students with the South Dade Middle Code of Conduct.	Administrators, Counselors, Teachers	August 200	June 2008	Other/ Not Applicable	0
Provide incentives for positive behavior.	Administrators, Teachers	August 200	June 2008	Other/ Not Applicable	0
Initiate participation in Do The Right Thing and 5000 role models programs.	Lead Teacher, Counselor	September	June 2008	Truancy Prevention	0

Research-Based Programs

South Dade Middle School will utilize the following research based strategies to target this goal:

- Do The Right Thing
- 5000 Role Models

Professional Development

South Dade Middle School will provide the following professional development opportunities to target this goal:

- Opportunities for students to develop an understanding of the 7 Habits
- Classroom Management Strategies for Teachers

Evaluation

This objective may be measured utilizing Cognos reports on suspension rates.

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

Technology Statement

Teachers and administrators at South Dade Middle School will utilize technology as the primary method of communication, recording grades and daily attendance.

Needs Assessment

South Dade Middle School does not have previous data.

Measurable Objective

Given an emphasis on the effective use of technology in education, all teachers will receive training on utilizing Electronic Gradebook in their classrooms as evidenced by 100% of the teachers utilizing Electronic Gradebook to manage attendance and student grades.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development for all teachers on the use of Electronic Gradebook.	Gradebook Manager, Administration	September	June 2008	Other/ Not Applicable	0
Provide Smartboard training for teachers.	Administrators, Professional Development Liason, Outside Vendor	October 20	December 2	Other/ Not Applicable	0
Encourage teachers to create websites for their classes.	Administrators, Teachers	August 200	June 2008	Other/ Not Applicable	0

Research-Based Programs

South Dade Middle School will utilize the following research based strategies to target this goal:

- Not applicable

Professional Development

South Dade Middle School will provide the following professional development opportunities to target this goal:

- Gradebook training
- Edusoft training
- Smartboard training

Evaluation

This objective may be measured utilizing the electronic log in gradebook that demonstrates teachers utilizing the electronic gradebook to upload attendance and grades.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Students enrolled in physical fitness classes at South Dade Middle School will improve their physical fitness levels.

Needs Assessment

South Dade Middle School does not have previous data.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the district FITNESSGRAM.	Administration, Physical Education Teachers	September	June 2008	Student Wellness	0
Provide opportunities for students to participate in intramural sports.	Administration, Physical Education Teachers	October 20	June 2008	Student Wellness	0
Encourage teachers to create meaningful physical fitness goals with students.	Physical Education Teachers, Science Teachers	August 200	June 2008	Student Wellness	0

Research-Based Programs

South Dade Middle School will utilize the following research based strategies to target this goal:

- "Moving into the Future: National Standard for Physical Education", National Association for Sports and Physical Education

Professional Development

South Dade Middle School will provide the following professional development opportunities to target this goal:

- Standards and assessments related to FITNESSGRAM program

Evaluation

This objective may be measured utilizing the 2007-2008 administration of the South Dade Middle FITNESSGRAM to ensure that 50% of the students have met high standards in running the one mile test.

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Students enrolled at South Dade Middle School will improve their opportunities to participate in elective courses offered in computers, art, music, physical education and academic excellence programs.

Needs Assessment

South Dade Middle School does not have previous data.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 5% during the 2007-2008 school year as compared to the District Average for the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct monthly meetings to monitor the progress of students in intensive mathematics and reading to identify potential Academic Excellence Program students.	Assistant Principal of Curriculum, Mathematics and Language Arts Teachers	September	June 2008	Continuous Improvement Model	0
Offer Academic Excellence Programs that fit the interests of the student population.	Administration, Counselor, Classroom Teachers	August 200	June 2008	Other/ Not Applicable	0

Research-Based Programs

South Dade Middle School will utilize the following research based strategies to target this goal:

- Academic Excellence Program

Professional Development

South Dade Middle School will provide the following professional development opportunities to target this goal:

- Meeting with representative from Academic Excellence Programs

Evaluation

This objective may be evaluated by comparing the number of students eligible for electives in the 2007-2008 school year as compared to the District's average.

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

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

Return On Investment Statement

South Dade Middle School will increase its return on investment.

Needs Assessment

South Dade Middle School does not have previous data.

Measurable Objective

South Dade Middle School Return On Investment (ROI) percentile ranking will increase by at least 1percentage point as compared to the District's average.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	August 200	June 2008	Education Innovation	0
Consider creating community partners	Administration, Lead Teacher	August 200	June 2008	Improve Public Perception	0

Research-Based Programs

· Not applicable

Professional Development

Provide training in school budget to EESAC members to enable them to support school-wide initiatives.

Evaluation

This objective may be measured by seeing South Dade Middle School's Progress on the next State Of Florida ROI index publication.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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

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

Graduation (High Schools Only) Statement

Not applicable

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

South Dade Middle School is in the process of creating an Educational Excellence School Advisory Council (EESAC)

Training:

Instructional Materials:

Technology:

Staffing:

Student Support Services:

Other Matters of Resource Allocation:

Benchmarking:

School Safety & Discipline:

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	0



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