

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Howard A. Doolin Middle School (6131)

Feeder Pattern - John A. Ferguson Senior

Regional Center V

District 13 - Miami-Dade

Principal - Eduardo Tillet

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Howard A. Doolin Middle School is located on seventeen acres in the West Kendall area of Miami-Dade County, Florida at 6401 SW 152 Avenue. The school was constructed eleven years ago and has an impressive architectural design. The school is a cluster of nine classroom buildings, four portable classrooms and one administrative building. The campus is adorned with native landscaping and includes special features such as: a butterfly garden, two pavilions, two softball fields, four basketball courts, tennis courts and handball courts. It was named after Dr. Howard A. Doolin, a past music superintendent of Miami-Dade County Public Schools and is one of approximately 337 public schools in the District. The school was built in 1997 and is surrounded by a predominantly middle class community consisting of town homes and single family households. Community partners such as Wal-Mart, Target, Pizza Hut and Publix Supermarket, provide grants and monetary contributions for professional development and student incentives to enhance the school programs.

The students, faculty and staff enjoy the use of a state of the art auditorium and media center with access to the World Wide Web. Additionally, the campus houses one Accelerated Reader computer lab, three mathematics computer labs which run Riverdeep Software, two language skills development labs, two Intensive Reading Labs and two Vocational Labs. The school also has a full complement of cultural arts, athletic programs and science laboratories. The students' educational experience is enriched with a variety of both academic and non-academic programs. The school serves students in a Gifted Program providing academic excellence in mathematics, language arts, social studies and science. This program is available to students staffed in the Gifted Program. The NASA Explorer School Program provides opportunities to build mathematics, science and engineering skills with an aeronautical theme. Students have the opportunity to participate in robotics and communicate through teleconferencing with scientists and astronauts at NASA facilities. The Special Education (SPED) Program offers specialized instruction in various exceptionalities. It provides instruction in functional and basic skills with emphasis upon the Florida Student Performance Standards. Enrollment is determined by the Individual Educational Plan for each student. The English for Speakers of Other Languages (ESOL) Program addresses the needs of English Language Learners (ELL) through the application of second language strategies. It also enables native speakers of languages other than English to develop proficient reading, writing, listening, viewing and speaking skills in the English language.

The student body reflects the ethnic flavor of the expanding suburban multicultural community. The ethnic/social makeup of the student population is 87 percent Hispanic, 7 percent White Non-Hispanic, 3 percent Black Non-Hispanic, 1 percent Asian and 1 percent Multiracial. The school serves 840 students consisting of 74 percent standard curriculum students, 13 percent Special Education Student (SPED), 13 percent English Language Learners (ELL) and 7 percent Gifted Education Students.

Of the total school population 62 percent achieved high standards in reading. Each subgroup showed improvement. The subgroups showed the following achievement levels in reading: Non-Hispanic 61 percent; White 71 percent; Black 71 percent; Asian sixty-two percent and Multiracial 70 percent. Of the total school population 20 percent scored Level 1 and 18 percent scored Level 2 in reading and 26 percent Level 1 and 29 percent Level 2 in mathematics. Twenty percent of the Hispanic subgroup scored Level 1 and 19 percent Level 2 in reading and 26 percent Level 1 and 23 percent Level 2 in mathematics. Of the White subgroup 16 percent scored Level 1 and 12 percent scored Level 2 in reading; and 27 percent Level 1 and 20 percent Level 2 in mathematics. Of the Black subgroup 18 percent scored Level 1 and 12 percent scored Level 2 in reading and 17 percent Level 1 and 20 percent Level 2 in mathematics.

Howard A. Doolin Middle School employs a total of 89 full time staff members. This group consists of three administrators, 56 classroom teachers, three grade level guidance counselors, and one TRUST counselor. In addition, there is one Behavior Management Teacher, one Program Specialist, one Community Involvement Specialist, one Media Specialist, one Reading Coach, one Home Language Assistance Program paraprofessional, four classroom paraprofessionals, six clerical, two food service workers, six security monitors and ten custodians. There are 12 part time food service workers. The racial/ethnic composition of the faculty is as follows: 19 percent White, 26 percent Black and 54 percent Hispanic. Howard A. Doolin Middle School has an average class size of 17.76 students per academic area. The student attendance rate for the 2006-2007 school was 95.14 with a Mobility Index of 26. The retention rate for 2006-2007 school year was three percent.

Howard A. Doolin Middle School matriculates students in grade six predominantly from Bowman Foster Ashe Elementary and Dante B. Fascell Elementary schools. The school provides an instructional program for students in grades six through eight. After completing the eighth grade, students articulate to John A. Ferguson Senior High school for grades nine through twelve.

The school offers a very strong curriculum in science education for which it was awarded the NASA Explorer School Grant. In the past, the students have outscored the state and the district in the science sub-test of the FCAT. The school also has an elective program in the areas of both fine and practical arts. The school is faced with the challenge of having all of the subgroups perform at or above grade level in the content areas. Traditionally, students enrolled in the Special Education Program and the English Language Learners have not met the standards as outlined in the No Child Left Behind (NCLB) Act. Based on the results of the 2006-2007 administration of the FCAT, the Hispanic and Economically Disadvantage subgroups also did not make Adequately Yearly Progress (AYP). The level of parental involvement has also been an area of concern for the school. The strategies in the School Improvement Plan to be implemented in the 2007-2008 school year will hopefully serve as corrective measures for these areas.



School Improvement Plan 2007-2008



The school is in the fourth year of implementation of the All Students All Schools (SPED Inclusion) and the NASA Explorer School Program Grant. The school received the Little Red School House Award for outstanding programs and was awarded twice for having the most membership in the Dade Reading Council. The school also received the Title III Grant for Implementing Technology in the ELL Program.

Based on the economic status of our student population, the school receives Title I assistance. Based on students receiving free and reduced priced lunch, Howard A. Doolin Middle School became a Title 1 school in 2002. Since the school has not made AYP for the past four years it is has been designated a School In Need of Improvement (SINI).

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities(SWD) students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62 percent scoring meeting high standards on the 2008 administration of the FCAT Mathematics Test.

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

Given instruction based on the Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 94 percent or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of FCAT Science Test.

Given the schoolwide emphasis on parental and community involvement, Howard A. Doolin Middle School will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

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

Given an emphasis on the use of technology in education, all students will augment their use and knowledge of technology as evidenced by the completion of at least two technology based assignments in content area classes, during the 2007-2008 school year as evidenced by teacher grade books and computer laboratory usage logs.

Given instruction based on the Miami-Dade County Public Schools' mandated FITNESSGRAM standards, students in sixth through eighth grade at Howard A. Doolin Middle School will improve their fitness skills as evidenced by a minimum of 70 percent of the students receiving a gold or silver award 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 Academic Excellence Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Howard A. Doolin Middle School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.



School Improvement Plan 2007-2008



Based on the results of the 2007-2008 Organizational Performance Improvement Snapshot survey the two areas in need of most improvement were Strategic Planning and Business Results. These areas were selected because they were the areas for which the staff were least satisfied with an overall score of 3.7. These areas will be addressed at EESAC meetings and by implementing a "Faculty Share Time" at faculty meetings. Faculty and staff will have an opportunity to make suggestions and participate in the development of some school program budgets as well as by developing action plans to address areas of concern within the school. Feedback and recognitions will be provided for individuals and departments at bi-monthly department and faculty meetings.



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.

6131 - HOWARD A. DOOLIN MIDDLE SCHOOL

VISION

Howard A. Doolin Middle School enhances the quality of life of its students, faculty, staff, and members of the community it serves by focusing on developing the total student through a series of cultural and academic based curriculum. The stakeholders believe that all students deserve a quality education and should be given instruction by highly-qualified educators in their academic field. The school will continue to make efforts in giving excellence in academics through caring in developing learners who are equipped with the tools to become dynamic members of their community and improve daily; using strategies that infuse State standards and technology.

MISSION

The mission of the administration, faculty, staff, students, and community of Howard A. Middle School is to motivate students to achieve academic excellence by enhancing their potential with innovative teaching strategies.

CORE VALUES



School Improvement Plan 2007-2008



CORE VALUES

Citizenship

Helping to create a society based on democratic values.

Cooperation

Working together to reach goals.

Fairness

Treating people the same without playing favorites.

Honesty

Dealing truthfully with people.

Integrity

Doing what is right and what you say you will do.

Kindness

Being caring and gentle toward all living things.

Pursuit of excellence

Doing your best and not giving up.

Respect

Showing regard for the dignity of persons and things.

Responsibility

Thinking before you act and being accountable for your actions.

School Demographics

Howard A. Doolin Middle School is located in the southwestern section of Miami-Dade County in West Kendall at 6401 S.W. 152 Avenue. It was named after Dr. Howard A. Doolin, a past music superintendent of Miami-Dade County Public Schools and is one of approximately 337 public schools in the District. The school is located amid an expanding suburban multicultural area on seventeen acres and was built in 1997 with an impressive architectural design. The school is a cluster of nine classroom buildings, four portable classrooms and one administrative building. The school was recently painted in 2007 along with structural renovations.

The school receives Title 1 assistance based on the students' economic status. Of the total school population of 840 students, 646 receive free or reduced price lunch.

Howard A. Doolin Middle School serves 840 students from the surrounding neighborhood, consisting of 87 percent Hispanic, seven percent White Non-Hispanic, three percent Black Non-Hispanic, one percent Asian and one percent Multiracial. Of the total population 74 percent are standard curriculum students, 13 percent SPED students, 13 percent ELL and 7 percent Gifted. Based on the 2007 administration of the FCAT 62 percent of the school population achieved high standards in reading. Each subgroup also collectively showed improvement in reading as follows: Non-Hispanic sixty-one percent; White seventy-one percent; Black seventy-one percent; Asian sixty-two percent and Multiracial seventy percent. Of the total school population 20 percent scored Level 1 and 18 percent scored Level 2 in reading and 26 percent Level 1 and 29 percent Level 2 in mathematics. Twenty percent of the Hispanic subgroup scored Level 1 and 19 percent Level 2 in reading and 26 percent Level 1 and 23 percent Level 2 in mathematics. Of the White subgroup 16 percent scored Level 1 and 12 percent scored Level 2 in reading; and 27 percent Level 1 and 20 percent Level 2 in mathematics. Of the Black subgroup 18 percent scored Level 1 and 12 percent scored Level 2 in reading and 17 percent Level 1 and 20 percent Level 2 in mathematics.

The school is in the fourth year of implementation of the All Students All Schools (SPED Inclusion) and was designated a NASA Explorer School through the NASA Explorer School Program Grant. The school also received the Little Red School House Award for outstanding programs and two awards for having the most teacher membership in the Dade Reading Council. The school also received the Title III Grant for Implementing Technology in the ESOL Program. The school offers a very strong curriculum in science education for which it was awarded the NASA Explorer School Grant. In the past the students have outscored the state and the district in the science sub-test of the FCAT. The school also has a strong elective program in the areas of both fine and practical arts. The school is faced with the challenge of having all of the subgroups perform at or above grade level in the content areas. Traditionally, students enrolled in the SPED Program and the ELL have not met the standards as outlined in the No Child Left Behind Act. The level of parental involvement has also been an area of concern for the school. The student attendance rate for the 2006-2007 school year was 95.14 with a Mobility Index of 26. The retention rate for 2006-2007 school year was 3 percent. In addition, the school lost a total of 185 students, resulting in a loss of Full Time Equivalent (FTE) funding. The strategies that will be implemented in the 2007-2008 school year will hopefully serve as corrective measures for these areas.

Howard A. Doolin Middle School employs a total of 56 full time classroom teachers. The Leadership Team is comprised of nine department chairpersons and eight team leaders. The ethnic composition of the faculty is as follows: 21 percent/12 White, 27 percent/Black and 52 percent/29 Hispanic. There is a vacancy for one mathematics teacher and one reading teacher. During the 2006-2007 school year the school lost a total of fifteen members of the instructional staff. Seven teachers left Miami-Dade County Public Schools and accepted positions in other Florida counties and states. Two teachers left on extended leaves of absence; three transferred to other Miami-Dade County Public Schools; one left the field of education for private enterprise and two had extenuating circumstances due to certification and surplus. Given this situation, the school was faced with the challenge of recruiting teachers. As a result, we welcomed six teachers new to the profession and the school faces the challenge of mentoring and guiding these teachers as they grow professionally.

For the past two years Howard A. Doolin Middle School has met the class size reduction requirements. Our current class size average is 17.76. The student-teacher ratios by grade level are sixth grade 1:19, seventh grade 1:17 and eighth grade 1:20. Inclusion classes consist of no more than 10 Special Education students to an average of 20 general education students.

The trend data for our school attendance indicates a rise in the percent of the average daily attendance for 2006-2007 as compared to the 2005-2006 school year. The average daily attendance for 2006-2007 was 95.14 percent compared to 94.37 percent for 2005-2006. An analysis of the last two years daily attendance data, indicated that the average daily attendance for three of the four grading periods (the first, the third and the fourth) in 2006-2007 showed an increase over that for 2005-2006.

Howard A. Doolin Middle School matriculates students in grade six predominantly from Bowman Foster Ashe Elementary and Dante B. Fascell Elementary schools. The school provides an instructional program for students in grades six through eight. After completing eighth grade the students articulate to John A. Ferguson Senior High school for grades nine through twelve. None of the schools in the John A. Ferguson Senior High School feeder pattern are ZONE schools.

Special Programs at the school include Title I, Gifted, Middle School Enrichment Program, English for Speakers of Other Languages (ESOL), FCAT Academy (after school tutorials), NASA Explorer School program and Inclusion. The Title 1 program at Howard Doolin Middle School provides funding for a Reading Coach, a Community Involvement Specialist, a Mathematics teacher and a Reading teacher. The program also funded the purchasing of computers for two portable labs and enhancement of the Mathematics, Reading



School Improvement Plan

2007-2008



and Science programs. Funding is also provided to compensate teachers to tutor FCAT Levels 1 and 2 students in Mathematics and Reading before school and after school, Monday through Thursday on an hourly basis. The Gifted program serves 60 students with Advanced Academics in Geometry, Algebra, Pre-Algebra, Earth Space Science, Comprehensive Science, Language Arts and Social Studies. The Middle School Enrichment Program provides after school enrichment for 100 students who receive free and reduced priced lunch. The ESOL program provides instruction for students with limited English proficiency. Those students whose native language, is another language other than English. The ESOL program uses the JOSTEN reading software which stresses the development of phonics, fluency and comprehension. The program was also granted a Title 111 grant which uses the Odessay program that strengthens language acquisition. The NASA Explorer school program was established through a grant which the school obtained from NASA, that provides an educational partnership with NASA. The program provides enhancement in technology, mathematics and science. Through the school's Inclusion program SPED students are taught in the same classrooms as general education students for a minimum of 80 percent of their instructional day. The Inclusion program was started with language arts, social studies, mathematics and science in the eighth grade. Due to the success of the program in this grade level Inclusion classes were also established in grades six and seven.

Our Dade Partner's include Wal-Mart, Target, Pizza Hut, Home Depot and Publix Supermarket. Throughout the year they contribute to our school activities by supplying gift cards for teacher and student recognition.

Howard A. Doolin Middle School received The NASA Explorer School Grant for three years beginning in 2004-2005. This grant established the NASA Explorer School program which provides an educational partnership with NASA. The program provides enhancement in technology, mathematics and science. The school was also granted a Title III grant which uses the Odessay program that strengthens language acquisition skills for ELL students in the ESOL program. Funding from the All Student All School SPED Inclusion grant was used to establish and enhance the Inclusion program for grades six through eight in the four core academic areas.

School Foundation

Leadership:

Based on the responses to the leadership section on the survey, the staff members at Howard A. Doolin Middle School are very satisfied with the leadership and the environment that is provided to assist them in doing their job. The faculty and staff know the mission and the goals of the school.

District Strategic Planning Alignment:

Although the staff at Howard A. Doolin Middle School is sometimes involved in the planning process and know how well they or their group are doing, they need to be more involved. They would like to be more involved by using their ideas and assistance in making future plans.

Stakeholder Engagement:

The staff is very engaged with the school's stakeholders. They are aware of the needs of the stakeholders, work towards satisfying those needs and keep the lines of communication open with their customers. The staff at Howard A. Doolin Middle School are very service oriented; they know the needs of their customers and strive to satisfy those needs.

Faculty & Staff:

The faculty and staff at Howard A. Doolin Middle School are very goal oriented. They are able to work as a team to analyze the effectiveness of their work and determine if changes are needed. They are also able to make decisions about their work based on this analysis.

Data/Information/Knowledge Management:

The faculty and staff at Howard A. Doolin Middle School are very goal oriented. They are able to work as a team to analyze the effectiveness of their work and determine if changes are needed. They are also able to make decisions about their work based on this analysis.

Education Design:

The data shows that the faculty and staff at Howard A. Doolin Middle School feel very satisfied about their safety. However, they would like to be more recognized for the work they do.

Performance Results:

The faculty and staff are satisfied with the quality of their work and the job they do as well as the assistance they are given to help the school community. However, they are not as satisfied with the way their time is being used and the removal of obstacles in making progress. The staff would also like to be kept abreast of the school's financial status.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

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 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 checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" 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 type="checkbox"/>	Academic and Career Planning

Howard A. Doolin Middle School includes nine of the ten guiding principles of the Secondary School Redesign in its School Improvement Plan. Different Innovative Approaches to Instruction and Responsibility of Teaching Reading for Every Teacher are highlighted in the Reading Goal. Quality Professional Development for Teachers and Leaders is included in all goals. The students' Course Choice is Based on their goals, interests, and talent which are incorporated in the Reading, Mathematics, Writing, and Science goals. Intensive Intervention in Reading and Master Schedules Based on Student needs are both included in the Reading and Mathematics goals. Parental Access and Support are both emphasized in the Parental Involvement and Science goals.

Applied and Integrated Courses are currently offered to 7th and 8th grade students in the area of Vocational/Technology as evidenced by our 2007-2008 Master Schedule. It is implemented in the Elective and Special Areas goal.

Howard A. Doolin Middle School currently has eight teams. The Small Learning Communities (SLC) guideline is evident in the eight teams currently implemented at Howard A. Doolin Middle School.

Academic and Career Planning is infused in the Civics curriculum. All seventh graders are registered in a Civics and Career Planning course (Regular or Advanced). Additionally, the grade level counselors will create a visitation calendar in order to accommodate all Civics classes to provide career counseling and academic planning.

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 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

The students at Howard A. Doolin Middle School will improve their reading and literacy skills.

Needs Assessment

Based on the results of the 2007 FCAT it has been determined that students in grades six through eight have shown some improvement; even though three subgroups did not make AYP. The data shows that 60 percent of the students at Howard A. Doolin Middle School scored at or above level 3 in reading. Analysis of individual subgroups showed the following trend in mastery. The Hispanic subgroup showed a 7 percent increase, from 54 percent in 2006 to 61 percent in 2007. The Economically Disadvantaged subgroup also showed an increase of 15 percent from 49 percent in 2006 to 64 percent in 2007. The ELL subgroup showed no increase in 2007. The scores of SWD subgroup increased from 21 percent to 31 percent. Students at Howard A. Doolin Middle School need to improve their skills in reference/research, words/phrases, and compare/contrast.

Seventy percent of the lowest 25 percent of the students at Howard A Doolin Middle School made Learning Gains in Reading.

Fifty-seven percent of the students at Howard A Doolin Middle School made learning gains in Reading.

The percentage of students meeting proficiency in Reading decreased by 2 percent.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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



School Improvement Plan 2007-2008



Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities(SWD) students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged Students will increase their reading skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to implement the Comprehensive Research-based Reading Plan as part of the Rigorous Reading Requirement which stipulates that students read a minimum of 30 minutes per day in content area classes and at home.	Assistant Principal for Curriculum, Language Arts Department Chairperson and Homeroom teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Sponsor school wide motivational reading activities which foster reading through a school incentive program linked to the Accelerated Reader Program with emphasis on reference/research, words and phrases, compare/contrast and comprehension.	Assistant Principal for Curriculum, Language Arts Department Chairperson, Media Specialist and Reading Coach.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model by giving teachers access to The Teacher Portal to obtain data to determine students' content mastery levels and formulate remediation for all FCAT Levels 1 and 2 students on an on-going basis.	Principal, Assistant Principal for Curriculum, Reading Coach and language arts teachers	08/20/2007	06/06/2008	Other/ Not Applicable	0
Develop nine-week coordinated curriculum and instructional strategies by content cluster to monitor progress in implementing the Competency Based Curriculum and Sunshine State Standards' benchmarks, using the District Pacing Guides.	Assistant Principal for Curriculum, Language Arts Department Chairperson and teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Provide intensive instruction in order to enhance words/phrases, comprehension, compare/contrast and reference and research skills by analyzing the text, identifying correct meanings of grade appropriate words by reading novels, passages, and articles that target these areas in order to remediate students.	Assistant Principal for Curriculum, Language Arts Department Chairperson, and Language Arts teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Utilize Differentiated Instruction to address the academic deficiencies and learning styles of Students With Disabilities, English Language Learners and Level 1 and Level 2 students in Intensive Reading classes as well as Language Arts classes; based on analysis of the 2007 FCAT and Interim Assessment reading scores.	Assistant Principal for Curriculum, Reading Coach and reading teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Provide language arts teachers and reading teachers with professional development activities to strengthen their skills in the delivery of instruction utilizing CRISS strategies. Develop learning communities of grade level reading and language arts teachers to share "Best Practices" to improve instruction and reading strategies with an emphasis on reference and research, words and phrases, compare/contrast and comprehension.	Assistant Principal for Curriculum, Language Arts Department Chairperson, Language Arts teachers and Reading Coach.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Identify and monitor target groups of Students With Disabilities, English Language Learners, students scoring Level 1 and 2, as well as the Economically Disadvantaged students on the 2007 FCAT Reading Test. Provide Intensive Reading, Reading Plus and small group tutorials using Read XL, Passageways, Read 180 and STARS reading program in the tutorial program.	Assistant Principal for Curriculum, Language Arts Department Chairperson and teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Facilitate and encourage enrollment of eligible Title I Students With Disabilities, English Language Learners and Economically Disadvantaged students to enroll and attend tutorial sessions provided by the Supplemental Educational Services (SES) providers.	Principal, Assistant Principal and SES contact.	08/20/2007	12/21/2007	Inclusion of SWD	0

Research-Based Programs



School Improvement Plan 2007-2008



Language Arts classes use the state adopted textbook from Prentice-Hall, "Timeless Voices, Timeless Themes" and the Prentice Hall "Writing and Grammar – Communication in Action" (copper for sixth grade, bronze for the seventh grade and silver for the eighth grade). Intensive Reading classes use the Scholastic Read XL program. Before school and after school tutorial classes use FCAT Explorer, Classworks and STARS reading program. Passageways textbooks by Curriculum Associates are used with Intensive Reading Plus classes.

Professional Development

Howard A. Doolin Middle School's Language Arts Department has bi-monthly meetings that provide teachers with professional development opportunities to ensure compliance with the goals set forth by the School Improvement Plan. The school's Reading Coach conducts faculty trainings on reading strategies and strategies to address reading in the content areas such as identifying reference/research, words and phrases, compare/contrast, comprehension and how best to address individual learning styles by utilizing differentiated instruction and CRISS strategies.

Evaluation

The District Interim Assessments will be utilized three times per year to monitor student progress. Adjustments will be made to reading instruction based on data results. Teacher made examinations will compliment the Interim Assessments. Accelerated Reader, STAR Test and FCAT Explorer will be used on an ongoing basis to provide student progress data for analysis. The 2008 FCAT Reading Test will also serve as an evaluation tool. Teachers will use Gates-McGinitie and Florida Oral Reading Frequency (FORF) to help monitor the progress and needs of students in all Intensive reading classes.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

The students at Howard A. Doolin Middle School will improve their mathematics application and computation skills.

Needs Assessment

Based on our analysis of the 2007 FCAT test scores, it has been determined that students in grades six through eight have shown an increase in the percentage of students scoring at or above grade level in mathematics. In 2007 51 percent of students in grades six through eight scored at or above grade level as compared to 49 percent in 2006. Data analysis of individual subgroups showed a downward trend. Hispanic subgroup scores showed a three percent increase from 49 percent in 2007 to 51 percent in 2007. Economically Disadvantaged subgroup showed a two percent increase from 47 percent in 2006 to 49 percent in 2007. English Language Learner Students showed a three percent increase from 35 percent in 2006 to 38 percent in 2007. Special Education Students also showed a five percent increase from 11 percent in 2006 to 16 percent in 2007. As evidenced by the data, students in grades six through eight must show improvement in their test scores to score a minimum of 62 percent scoring at or above grade level. In addition, the content cluster analysis showed that the students at Howard A. Doolin Middle School have performed at the same level as the District and the State in all content clusters. However, of all the content clusters the students performed the lowest in algebraic thinking; they scored 38 percent in this content cluster.

Sixty-four percent of the lowest 25 percent made Learning Gains in Mathematics.

Sixty-seven percent of the students made learning gains in Mathematics.

There was a two percent increase in the percentage of students showing proficiency in Mathematics.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learners will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 62 percent scoring meeting high standards on the 2008 administration of the FCAT Mathematics Test.

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Apply warm-ups to the daily instruction to practice math application problems and expose students to various solution strategies.	Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Participate in bi-monthly departmental staff development activities, such as "best practices," to incorporate the use of technology and manipulatives with an emphasis on Algebraic Thinking and Measurement Mathematics Strands.	Assistant Principal for Curriculum, Mathematics Department Chairperson and Mathematics teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Provide tutorial services before school and after school for Levels 1 and 2 Economically Disadvantaged Students. In addition, utilize Algebraic Thinking mathematics program to develop algebraic thinking skills as well as strengthen skills in measurement.	Assistant principal for Curriculum, Department Chairpersons and teachers	08/20/2007	06/06/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis by providing teachers access to the Student Performance Indicator data source to determine students' content cluster mastery levels and formulate remediation for all Hispanic, Economically Disadvantaged, Limited English Proficient students, Students With Disabilities and FCAT Level 1 students.	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teachers	08/20/2007	06/06/2008	Other/ Not Applicable	0
Identify Students With Disabilities, English Language Learners, Levels 1 and 2 students and provide Intensive instruction in small group tutorials using Classworks . Utilize Algebraic Thinking for the delivery of content strands for Levels 1 and 2 students.	Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Utilize differentiated instruction to address the learning styles and academic deficiencies of English Language Learners, Students with Disabilities, Hispanic, Economically Disadvantaged students and Levels 1 and 2 students in Intensive Mathematics and Algebraic Thinking classes.	Assistant Principal for Curriculum, Department Chairperson and teachers	08/20/2007	06/06/2008	Other/ Not Applicable	0
Utilize FCAT Explorer, Riverdeep, and Bridge to Algebra Cognitive Tutorial Program to practice test taking skills schoolwide.	Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teacher	08/20/07	06/06/08	Other/ Not Applicable	

Develop and implement a source of mathematics vocabulary pertinent to the FCAT Mathematics Assessment that will enable teachers to effectively reinforce word strategies connected to reading.	Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teachers	08/20/2007	06/06/2008	Other/ Not Applicable	0
Employ 30 minute guided reading in the content area of mathematics utilizing mathematics related literature.	Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teachers	08/20/2007	06/06/2008	Other/ Not Applicable	0
Review "Track Your FCAT" quarterly with students by giving critical information from the District Interim Assessments along with the quarterly Algebraic Thinking Assessments that will give ownership of the scores in order to enhance improvement on future assessments.	Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teachers	08/20/2007	06/06/2008	Other/ Not Applicable	0
Facilitate and encourage enrollment of eligible Title I Students With Disabilities, English Language Learners and Economically Disadvantaged students to enroll and attend tutorial sessions provided by the Supplemental Educational Services (SES) providers.	Principal, Assistant Principal, Department Chairperson and mathematics teachers	08/20/2007	12/21/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Mathematics classes will use the Glencoe Mathematics Applications and Concepts textbook (course 1 for sixth grade, course 2 for seventh grade and course 3 for eighth grade) and support materials. The Glencoe Algebra 1 and Pre-Algebra textbooks and support materials are used in advanced and gifted classes. Implementation of the Algebraic Thinking Program will be used for Levels 1 and 2 and inclusion modeled courses.

Professional Development

At Howard A. Doolin Middle School departmental meetings are held on a weekly basis to provide teachers with professional development opportunities to ensure compliance with the goals set forth by the School Improvement Plan. The Teacher Educational Center will provide professional development workshops including, but not limited to, instructional proficiency for teachers of English Language Learners.

Evaluation

District Quarterly Standards Based Assessments and Quarterly Algebraic Thinking Assessments will be utilized to monitor student progress and adjustments will be made to mathematics instruction based on data returns. Teacher made examinations will compliment the quarterly assessments. The 2008 FCAT mathematics exam will also serve as an evaluation tool.

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 checked="" 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

Students at Howard A. Doolin Middle School will continue to improve their writing skills.

Needs Assessment

Based on analysis of the 2007 FCAT Writing scores, it has been determined that students in eighth grade have shown sufficient improvement in writing. Data analysis of individual subgroups showed that only Students With Disabilities did not make Adequate Yearly Progress. Students With Disabilities showed a five percent decrease from 84 percent in 2006 to 79 percent in 2007. Based on the results of the 2007 test results, 94 percent of grade eight students scored at achievement level 3.5 or higher. The students at Howard A. Doolin Middle School need to concentrate on improving their persuasive writing skills.

There was an overall 3 percent increase from 91 percent in 2006 to 94 percent in 2007.

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 eight will demonstrate their skill proficiency in writing, as evidenced by 94 percent or more of students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Determine students' mastery of expository and persuasive writing by providing teachers access to the Teacher Portal and Student Performance Indicator data source.	Principal, Assistant Principal for Curriculum, Language Arts Department Chairperson and teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Provide students with instruction in the writing process and demonstrate mastery by responding to writing prompts.	Assistant Principal for Curriculum, Language Arts Department Chairperson and Language Arts teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Utilize a six-point rubric to holistically score student essays in a manner consistent with the FCAT Writing+.	Assistant Principal for Curriculum, Language Arts Department Chairperson and Language Arts teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model to identify target groups comprised of the lowest performing students on the FCAT Writing+ and provide tutoring to enhance writing skills and complete a Progress Monitoring Plan.	Assistant Principal for Curriculum, Language Arts Department Chairperson, and Language Arts teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Participate in bi-monthly departmental staff development activities to strengthen skills with emphasis on the writing process and persuasive writing.	Assistant Principal for Curriculum, Language Arts Department Chairperson, and Language Arts teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Utilize graphic organizers in Writing Across the Curriculum within the content area classes with emphasis on expository writing.	Assistant Principal for Curriculum, Language Arts Department Chairperson, and content area teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Facilitate and encourage enrollment of eligible Title 1 Students With Disabilities in the Supplemental Educational Services (SES) tutorial program.	Principal, Assistant Principal, SES Contact	08/20/2007	06/06/2008	Diversity & Educational Equity	0
Students With Disabilities will be mainstreamed into general language arts courses as part of the Inclusion Model.	Principal, Assistant Principal, Special Education Teachers and General Education teachers.	08/20/2007	06/06/2008	Inclusion of SWD	0

Research-Based Programs

Language Arts classes use the state adopted textbook from Prentice-Hall, "Timeless Voices, Timeless Themes" and the Prentice Hall "Writing and Grammar – Communication in Action" (copper for sixth grade, bronze for the seventh grade and silver for the eighth grade).

Professional Development

Language Arts teachers will participate in bi-monthly departmental staff development activities to strengthen skills with emphasis on the writing process. Content area teachers will participate in a Writing Across the Curriculum Workshop where writing strategies will be developed by the Language Arts teachers and shared with content area teachers. Eighth grade Language Arts teachers will attend the Write Traits Writing Workshop to enhance students' writing skills.



School Improvement Plan 2007-2008



Evaluation

District Pre-Test and Post-Test Writing+ Test will be utilized to monitor student progress and adjustment will be made to writing instruction based on the results. Teacher made examinations will compliment the Pre and Post Tests. The 2007 FCAT Writing+ Test will also serve as an evaluation tool.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Students will continue to master science process skills and show improvement on the 2008 administration of the FCAT Science test.

Needs Assessment

Analysis of the 2007 administration of the FCAT science test indicated that only 29 percent of eighth grade students scored at Level 3 and higher. It also showed a decline in the Mean Scale Score, the scores declined by twelve points from 288 in 2006 to 276 in 2007. Although the overall Mean Scale Scores showed a decline, the points earned by content clusters are comparably to that of the state and matches those of the District. The mean points earned by content for Howard A. Doolin Middle School were five points for Physical and Chemical, seven points for Earth and Space, seven points for Life and Environment and six points for Scientific Thinking compared to the five, seven, eight and six points for the corresponding content clusters for the state. The students at Howard A. Doolin Middle School need to increase the percentage of correct answers in the Life and Environmental content cluster to at least that of the State.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase by 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide English Language Learner (ELL) students with directed reading for content mastery in science using Glencoe Science ELL strategies for Science.	Assistant Principal for Curriculum, Department Chairperson, and science teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Provide parents and students with translated course materials based on science strands by grade level to increase ELL student progress.	Assistant Principal for Curriculum, Department Chairperson, and science teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model (CIM) by providing teachers with access to the Student Performance Indicator (SPI) data source via a data analysis team and training in order to analyze students' mastery of science content clusters for the purpose of adjusting instruction.	Assistant Principal for Curriculum, Department Chairperson, and science teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal for Curriculum, Science Department Chairperson and teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Participate in a minimum of 26 laboratory activities school-wide per year, concentrating on Life, Environmental Science and Scientific Thinking laboratory activities.	Assistant Principal for Curriculum, Department Chairperson, and science teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	400
Utilize the Scientific Method and International Research Methodology to develop student science process skills in conducting whole class, long-term investigations.	Assistant Principal for Curriculum, Department Chairperson, and science teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Continue to implement the thirty-minute guided reading sessions in science utilizing science related literature weekly.	Principal, Assistant Principal for Curriculum, Department Chairperson and teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Expose students to Discovery Education United Streaming software, a standards research-based digital media library, to increase students' retention of knowledge, test scores, and overall achievement in life, earth, and physical sciences on the 2008 FCAT Science Test through the use of visual aids.	Principal, Assistant Principal	08/20/2007	06/06/2008	Other/ Not Applicable	0

Research-Based Programs

Science classes will use the Glencoe Florida Science textbook (red for sixth grade, green for seventh grade and blue for eighth grade along with support materials.

Professional Development



School Improvement Plan

2007-2008



Provide time for grade level vertical planning for effective implementation of the Sunshine State Standards.

Teachers will participate in workshops offered through the Miami-Dade Teacher Education Center (TEC), which will provide research based resources and learning experiences, in order to stay current in their field.

Educational Specialists from NASA will conduct on site training on space related scientific concepts.

Evaluation

This objective will be evaluated through the use of quarterly teacher logs used to track student participation in laboratory activities throughout the school year. Teacher authored tests and District Interim Assessments will be utilized to monitor and adjust science instruction. The 2008 FCAT Science Test will also serve as an evaluation tool.

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

Parental Involvement Statement

Howard A. Doolin Middle School is committed to increasing the level of parental involvement through increased participation in school related functions and activities.

Needs Assessment

Data provided by logs of parents' attendance at workshops, meetings and activities during the 2006-2007 school year indicated an increase in parent participation above the 2005-2006 school year. Although there was an increase in participation, the school would like to maintain the continued improvement by increasing the number of science, mathematics and technology parental workshops from six to eight, since parental involvement is such a vital part of student improvement.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, Howard A. Doolin Middle School will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to register for courses at the Miami-Dade County Parent Academy.	Principal, Assistant Principals, Community Involvement Specialist.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Conduct Special Education monthly "Coffee Talk" workshops on strategies to assist students with varying exceptionalities.	Principal, Assistant Principals and Behavior Management Teacher.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Conduct Title 1 Parental Workshops to enhance student performance.	Principal, Assistant Principals, Community Involvement Specialist and Reading Coach.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Create Family Focus Groups per NASA Explorer School Family Involvement guidelines.	Principal, Assistant Principals, Teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Announce Parent volunteer drive during "Open House" and New Student Orientation meetings.	Principal, Assistant Principals, Teachers	08/20/2007	09/10/2007	Other/ Not Applicable	0
Encourage parents to actively participate in district wide parent conference nights.	Principal, Assistant Principals, Teachers	08/20/2007	06/06/2008	Other/ Not Applicable	0

Research-Based Programs

The research based program for parental involvement that will be used at Howard A. Doolin Middle School is the National Standards for Parent/Family Involvement Program.

Professional Development

Teachers will receive training on effective parental communication skills, the NASA Explorer School Family Involvement Program. The community Involvement Specialist will attend workshops provided by the Title I Office. The Behavior Management teacher will attend workshops provided by the school district.

Evaluation

Agendas and sign-in logs will be used to evaluate the number of Title I Parental workshops held and the number of parents attending workshops and activities held in the 2006-2007 school year compared to the 2005-2006 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 type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discipline & Safety Statement

Provide a safe learning and working environment for the students, faculty and staff at Howard A. Doolin Middle School.

Needs Assessment

Analysis of the 2006-2007 data provided by the Miami-Dade County Public Schools' Case Management System documented Code of Student Conduct infractions as follows: There was a decline in the number of students recommended for expulsion from 13 in 2005-2006 to 2 students in 2006-2007. The number of outdoor suspensions also declined from 271 in 2005-2006 to 158 in 2006-2007. Indoor suspensions also declined from 336 to 238. General disruptive conduct decreased from 430 to 231; defiance of school personnel authority declined from 357 to 287 and excessive absences from 257 to 177. Howard A. Doolin Middle School intends to maintain the decline in the number of student in fractions by using the Positive Behaviour Support program which led to improved student performance.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Institute the Positive Behavior Support Program whereby teachers provide incentives and reward to students when they comply with school rules to prevent inappropriate behavior.	Principal, Assistant Principal, Teachers and Counselors.	08/20/2007	06/06/2008	Other/ Not Applicable	2000
Monitor the use of security cameras in the hallways, cafeteria, entrances and immediately correct any breach in safety.	Principal and Assistant Principal.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Develop a Critical Incident Response preparation plan which incorporates the roles and responsibilities of each team member.	Principal, Assistant Principal, Teachers, Security Monitors and Counselors.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Conduct Monthly Fire and Critical Incidence Response drills.	Principal, Assistant Principal, Teachers Security Monitors and Counselors.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Conduct parent workshops on safety issues such as Code of Student Conduct, gangs, alcohol, tobacco and weapons.	Principal, Assistant Principal, and Counselors.	08/20/2007	06/06/2008	Other/ Not Applicable	0

Research-Based Programs

The research based program that will be used with this goal is the Florida's Positive Behavior Support through the University of South Florida and federal assistance under the Individuals with Disabilities Education Act (IDEA).

Professional Development

Members of the Positive Behavior Support Team will attend workshops provided by the University of South Florida. The Critical Incident Response Team will attend district workshops on Critical Incident Response preparation. These teams will then train the entire faculty and staff at Howard A. Doolin Middle School.

Evaluation

This objective will be evaluated by comparing the 2006-2007 and 2007-2008 school year infractions from the Miami-Dade County Public Schools' Case Management System, COGNOS and analysis of the School Wide Information System (SWIS) report of infractions of the Positive Behavior Support System.

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

Technology will be integrated across the curriculum in the delivery of instruction at Howard A Doolin Middle School.

Needs Assessment

Analysis of teacher lesson plans and grade books indicated that sufficient technology based assignments were not completed in the 2006-2007 school year. Additionally, Media Center technology usage logs and computer laboratory logs indicated limited usage. The increase use of technology will increase student academic achievement.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their use and knowledge of technology as evidenced by the completion of at least two technology based assignments in content area classes, during the 2007-2008 school year as evidenced by teacher grade books and computer laboratory usage logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Review and analyze the electronic databases available through the Education Portal for student and faculty use.	Principal, Assistant Principal Media Specialist and Teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Use the educational software; Accelerated Reader, Read 180, JOSTEN, Riverdeep and FCAT Explorer to practice reading and math comprehension as well as test taking skills.	Principal, Assistant Principal Media Specialist and Teachers.	08/20/2007	06/06/2008	District-wide Literacy Plan	0
Train faculty members in the use of basic computer software.	Principal, Assistant Principal and Teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Complete projects using EXCEL, Power Point, Print Shop and other software programs in content area classes.	Principal, Assistant Principal and Teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0
Provide teachers with training in the use of video conferencing along with NASA Digital Learning Network as a tool to enhance the delivery of curriculum across all content areas.	Principal, Assistant Principal for Curriculum, NASA Explorer School Team lead, Computer Technician and teachers.	08/20/2007	06/06/2008	Other/ Not Applicable	0

Research-Based Programs

The research based programs that will be used are Accelerated Reader, Riverdeep and Read 180.

Professional Development

Teachers will attend workshops conducted monthly during faculty meetings and early release days. Teachers will also attend Edusoft and Riverdeep software training. Teachers were trained to use video conferencing equipment by NASA Digital Learning Network.

Evaluation

This objective will be evaluated by student portfolios, computer laboratory usage logs, teacher grade books and lesson plans will also be used to document the use of technology.

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 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"/>

Health & Physical Fitness Statement

Students in the physical education program will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness. The program will also develop the student's health-related fitness, physical competence and cognitive understanding about physical activity.

Needs Assessment

Analysis of the 2006-2007 FITNESSGRAM assessment indicated that 65 percent of students who took the test met the minimum health-related standards by receiving a gold or silver award.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools' mandated FITNESSGRAM standards, students in sixth through eighth grade at Howard A. Doolin Middle School will improve their fitness skills as evidenced by a minimum of 70 percent of the students receiving a gold or silver award on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Ensure that thirty minutes of instructional time will be dedicated to fitness related activities on a daily basis.	Assistant Principal for Curriculum and Physical Education Teachers.	9/7/2007	6/05/2008	Other/ Not Applicable	0
Students in the Physical Education Program will be administered the FITNESSGRAM pre-test to determine baseline measures and post-test to determine accomplishment.	Assistant Principal for Curriculum and Physical Education Teachers.	9/7/2007	6/05/2008	Other/ Not Applicable	0
Activities related to specificity training will be utilized in daily training activities as well as team sports.	Assistant Principal for Curriculum and Physical Education Teachers.	10/3/2007	11/30/2007	Other/ Not Applicable	0
Physical education teachers will develop an action plan to improve student health and physical fitness by implementing pre-test, practice and post test procedures and timelines.	Assistant Principal for Curriculum and Physical Education Teachers.	9/7/2007	6/05/2008	Other/ Not Applicable	0
Students' physical fitness activities will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance such as running, flexibility exercises and push-ups.	Assistant Principal for Curriculum and Physical Education Teachers.	10/3/2007	2/28/2008	Other/ Not Applicable	0

Research-Based Programs

Physical fitness classes will utilize the Prudential FITNESSGRAM Test.

Professional Development

Physical Education teachers will attend the 2007 District Goals workshop. Teachers will attend district Anabolic Steroid workshop and the Hepatitis B training.

Evaluation

The results of the 2007 FITNESSGRAM test will be used to measure the students and the school improvement. This will also provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives.

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 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

Howard A. Doolin Middle School will increase student participation in elective courses by providing variety in course offerings from novice to accomplished mastery levels.

Needs Assessment

Based on data from student subject selection choices and the school master schedule, 30 percent of the student population enrolled in elective courses selected advanced mastery level courses. Seventy percent of students are selecting courses at the beginning level but are not continuing through intermediate and advance levels within that program. Entries on the 2007-2008 Subject Selection forms and subsequent enrollment in advanced elective courses as reflected on the Master Schedule will determine the degree of success of the implementation of strategies.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in Academic Excellence Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Hold an elective fair in the Spring to showcase elective course offerings for the following school year.	Assistant Principal for Curriculum and Elective Teachers	1/9/2008	3/3/2008	Other/ Not Applicable	0
Conduct in-school and after school concerts to showcase student skills and mastery.	Assistant Principal for Curriculum and Elective Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Enroll students in district and state competitions in each elective.	Assistant Principal for Curriculum and Elective Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Conduct feeder pattern and in-school articulation to inform students of elective course offerings.	Assistant Principal for Curriculum and Elective Teachers	1/9/2008	6/05/2008	Other/ Not Applicable	0
Conduct student auditions to determine placement in beginning, intermediate and advanced levels in each elective.	Assistant Principal for Curriculum and Elective Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Participate in local, state and national staff development activities and performances in order identify best practices used to motivate students and enhance programs.	Assistant Principal for Curriculum and Elective Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

Agriscience classes will use Agriscience Explorations textbook by Interstate Publishers. Drama classes will use The Stage and The School Schanker by Ommanney Publisher. Band classes will use Standard of Excellence Book 1-2-3 by Neil A. Kjos Publisher. Chorus classes will use Sing by Hinshaw Music. Guitar classes will use Guitar Method 1 and 2 by Belwins Music Publishers. Art classes will use Inside Art by Benson and Company Publishers.

Professional Development

All elective teachers will participate in professional development conducted at the district, national and state levels. The drama teacher will attend Drama 2007 – Fate Conference. The agriscience teacher will attend a CTE workshop on October 2, 2007. The art teacher will attend the 2007 Art Character Education in the Classroom and Teaching Creativity at Barry University. The band teacher will also attend the 2007 Music Technology-Summer Arts Institute at the University of Miami and the 2007 Florida State Band Masters Conference in Tampa.

Evaluation

This objective will be evaluated by the number of students signing up for advanced level elective courses, an increase in the number of students gaining honors recognition at District, State and National competitions and the number of advanced elective courses as reflected in the schools' master schedule.

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

Return On Investment Statement

Howard A. Doolin Middle School will rank at or above the 60th 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 indicated that in 2004-2005, Howard A. Doolin Middle School ranked at the 53rd percentile on the State of Florida Return On Investment index.

Measurable Objective

Howard A. Doolin Middle School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal and Assistant Principals	07/01/2007	06/30/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Assistant Principals	07/01/2007	06/30/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal and Assistant Principals	07/01/2007	06/30/2008	Other/ Not Applicable	0
Consider shared use of facilities and partnering with community agencies.	Principal and Assistant Principals	07/01/2007	06/30/2008	Other/ Not Applicable	0
Increase the number of students making learning gains on the 2007 FCAT.	Principal, Assistant Principals and Teachers	08/20/2007	06/06/2008	Other/ Not Applicable	0

Research-Based Programs

The research-based program that will be used is the Florida Department of Education Return On Investment School Efficiency Measure.

Professional Development

The Principal and Assistant Principal will attend budget training provided by Miami-Dade County Public Schools.

Evaluation

On the next State of Florida Return On Investment index publication, Howard A. Doolin Middle School will show progress toward reaching the 54th percentile, an increase of one percent above the 2004-2005 Return On Investment.

EESAC Compliance

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

Budget:

Howard A. Doolin Middle School recieved an EESAC budget amount of \$ 8, 400 based on the enrollment of 840 students. The expenditure of funds for the 2007-2008 school year will be as follows:

Budget	Credits	Debits
2007-2008 EESAC Allocation	\$ 8,400	
Student Incentive Program		\$2,900
Accelerated Reader Tests		\$2,500
Staff Development		\$3,000
Total	\$8,400	

Training:

Members of the EESAC at Howard A. Doolin Middle School will attend training provided by Miami-Dade County Public Schools on bughet, internal funds accounting and interpretation of financial reports.

Instructional Materials:

Instructional material such as Accelerated Reader books and computer generated tests will be reviewed by the the EESAC and recommendations will be made based on the School Improvement Plan. The selection of library books, resource material for before school, after school and Saturday tutorials will also be reviewed at the monthly EESAC meetings.

Technology:

The EESAC reviewed the allocation of computer software as well as teacher and student computer stations in computer laboratories, the media center and classrooms. In addition, reports and logs reflecting usage and student achievement are also reviewed and suggestions are given for adjustments to be made whenever it is appropriate.

Staffing:

The Principal reviewed the status of open positions and progress being made with filling these positions with the EESAC. The allocation of staff based on Full Time Equivalent (FTE)for student population is also reviewed.

Student Support Services:

The Howard A. Doolin Middle School Student Support Services consists of three guidance counselors(one for each grade level), one TRUST counselor and one Community Involvement Specialist. The counselors meet with students for social, behavioral and academic counseling. General trends in these areas are reviewed by the EESAC.

Other Matters of Resource Allocation:



School Improvement Plan

2007-2008



The EESAC reviews allocation of resources from other funding sources such as donations made to the school by organizations in the community as well as grants. These are reviewed within the guidelines and specifications of the funding sources.

Benchmarking:

Report cards, interim assessment data and progress reports showing student achievement are reviewed on a quarterly basis. Results of the District generated Interim Assessment in mathematics, writing and reading are reviewed three times per year. In addition, the results of reading diagnostic tests are also reviewed.

School Safety & Discipline:

The Positive Behavior Support program will be used to recognize students for good behavior as a means to deter negative behavior. Incentives used to reward students will be funded through the EESAC budget.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	400
Parental Involvement	0
Discipline & Safety	2000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	2400



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