

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Lawton Chiles Middle School (6161)

Feeder Pattern - American Senior

Regional Center I

District 13 - Miami-Dade

Principal - John Messersmith

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Lawton Chiles Middle School consistently reaches for excellence in school operations, student academic achievement, and community relations. It is our mission to increase student achievement and create a climate of respect and responsibility in our diverse, multicultural, and middle class school population. The school along with its regular curriculum offers numerous Special Education Program courses to include a gifted program, Emotionally Handicapped, Severely Emotionally Handicapped, Varying Exceptionalities; extended Foreign Language programs which include various levels of Spanish, Italian and Chinese; and English Language Learner program which includes English for Speakers of other Languages, and Bilingual Curriculum Content. The school achieved a grade of B for the 2006-2007 school year. This accomplishment is the result of the teamwork of our faculty and staff, parents, students, neighborhood and business community leaders. The following objectives have been set by LCMS to achieve academic excellence.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Black NCLB Subgroup students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, the English Language Learners NCLB Subgroup students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Students with Disabilities NCLB Subgroup students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the English Language Learners NCLB Subgroup students will increase their reading 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, the Students with Disabilities NCLB Subgroup students will increase their reading skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based upon the Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of the students meeting high standards on the 2008 FCAT Writing +.

School Improvement Plan

2007-2008



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

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts 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 percentage point decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis in the use of technology in education, all teachers will utilize the electronic grade-book as evidenced by 100 percent production of electronic report cards for all grading periods.

Given instruction based upon District mandated FITNESSGRAM standards, students in grades six through eight will improve their fitness silver and gold award levels to 91 percent of the participants tested.

Given emphasis on the benefits of enriching elective courses, the number of students participating in elective courses will increase by five percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

Lawton Chiles Middle School Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

As indicated by the Organizational Performance Improvement Snapshot survey tool, respondent responses of strongly agree or agree were indicated for better than 70 percent of the survey questions. The School Foundations of Performance Results, and Faculty and Staff Design were the lowest rated areas. These areas had positive responses of only 67 percent. It is important for our success to have 100 percent of our stakeholders strongly agreeing with the operations of the school. These areas are being addressed through the use of the Continuous Improvement Model processes. Adjustments to school procedures and assessment techniques will be made as indicated by the analyzed data. Teachers participate in articulation during grade level and curriculum team meetings, EESAC meetings, and specific PTSA activities. These group review data and plan strategies throughout the year to revise instructional focus.



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.

6161 - LAWTON CHILES MIDDLE SCHOOL

VISION

The Lawton Chiles Middle School faculty, staff, parents, students and community are committed to providing a learning atmosphere that fosters maximum student achievement in a technologically advanced and creative environment for all students.

MISSION

The mission of Lawton Chiles Middle School is to increase student achievement and create a climate of respect and responsibility among all stakeholders.

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 students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Lawton Chiles Middle School serves approximately 1121 students in grades six, seven, and eight. The school serves approximately 653 free and reduced lunch students. The school is located in a multi-cultural community in Northwest Miami-Dade County that includes single-family homes, townhouses, multi-dwelling condominiums, and apartments. The school was built in 1999 as part of the American Senior High School feeder pattern. The campus is situated on 11.71 acres and is located at 8190 NW 197th Street in northwest Miami-Dade County.

The school employs a total of 101 staff members. Of this group, four are administrators, 45 are classroom teachers, 12 are exceptional education teachers, two are guidance counselors, one is a TRUST Specialist, one is a shared-time career occupational specialist, one is a classroom paraprofessional, one is a bus aide, one is a computer technician specialist, 8 clerical employees, 13 are cafeteria workers, 6 are security monitors, and 10 are custodial service workers. At this time the school has no vacancies. Of the teaching staff, 3 are new to the school, and the length of time teaching in Florida averages 11 years. The ethnic breakdown of the instructional staff is as follows: white non hispanic 27, (42%), Black 19, (30%), Hispanic 17, (27%), and Asian/Pacific Islander 1, (2%). Approximately 30 percent of the teachers have advanced degrees and two teachers received National Board for Professional Teaching Standards certification. The leadership is comprised of the School Administrators, and Department Chairpersons. Our school attendance of 95.63 percent was ranked 17th in the district for the 2006-2007 school year.

Lawton Chiles Middle School serves students from the surrounding neighborhood which are 81 percent standard curriculum students, 9 percent Special Education (SPED) (non-gifted), 9 percent gifted students, 58 percent economically disadvantaged students, and 9 percent English Language Learners (ELL) students. The ethnic/racial composition of the student population is 7 percent White Non-Hispanic, 69 percent Hispanic, 21 percent Black, and 3 percent Asian/Other. Our current class size average for Grade six is 26 for general education and 2.3 for SPED (including 5 inclusion classes and consultation teachers); current class size average for Grade 7 is 22 for general education and 2.3 for SPED (including 5 inclusion classes and consultation teachers); current class size for Grade 8 is 29 for general education and 3 for SPED (including 4 inclusion classes and consultation teachers); with an overall class size average of 21.77. The teacher to student ratio in Grade six is 1:20, teacher to student ratio in Grade 7 is 1:19, and teacher to student ratio in Grade 8 is 1:26. The school along with its regular curriculum offers numerous Special Education Program courses to include a gifted program, Emotionally Handicapped, Severely Emotionally Handicapped, Varying Exceptionalities; Extended Foreign Language programs which include various levels of Spanish, Italian and Chinese; and English Language Learner program which includes English for Speakers of other Languages, and Bilingual Curriculum Content. The school offers special programs before and after school such as SECME, and the After-School All-Stars Program, and competitive sports teams.

Lawton Chiles has been awarded funding from the Children's Trust Fund to operate the South Florida All-School All-Star program for 100 students, Dade County Commissioner Natasha Sejias grant to fund before and after-school student tutorial services, and Title III funds for Project EIEP. Our Dade Partners include Carrabbas Italian Grill, Publix Supermarket, Home Depot, Bikes to Go, Wendys, Washington Mutual, Costco, T&W Substantial Subs, Pampered Chef, and McDonalds.

Our strengths are a fabulous and energetic faculty and staff who are goal driven to attain a school grade of A. Our elective department boasts state recognized choral and instrumental musical ensembles and an excellent keyboarding curriculum. The cohesive teamwork that has been developed and the increase in stakeholder buy in through the implementation of the Continuous Improvement Model has substantially improved the ability of this school to achieve its goals. The major challenge we face is to continuously improve our students' overall reading, mathematics and science ability and improve the performance of our NCLB subgroups in reading, writing, and mathematics. An additional challenge the school must meet is the changing attendance boundaries which reduces our student population and staff. We have the opportunities to improve on all established SIP goals and our internal data collection and analysis procedures.

School Foundation

Leadership:

Over 70 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the performance of the school leadership in sharing the mission and vision of the school, and setting the direction for the school. This category was tied with another category as the third highest ranked with a 3.8 on a scale of 5.0. The introduction of the Continuous Improvement Mode (CIM) to the school faculty and staff, and the development of school improvement committees have produced positive support for the school leadership from all in-house stakeholders. More emphasis needs to be placed on frequently querying instructional and support staff about their thoughts on improving school operation and performance which received the lowest survey item rating.

District Strategic Planning Alignment:

Over 68 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the school process for developing strategic planning goals and objectives as an integrated team. This category was tied with two other categories as the lowest ranked with a 3.7 on a scale of 5.0. The introduction of the Continuous Improvement Mode (CIM) to the school faculty and staff, and the development of school improvement committees have produced positive support for the school leadership from all in-house stakeholders. More emphasis needs to be placed on involving all faculty and staff in the planning for future operations of the school which received the lowest survey item rating.

Stakeholder Engagement:

Over 72 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the school in customer and market focus. This category was the second highest rated with a 4.0 on a scale of 5.0. More emphasis needs to be placed on training faculty and staff to develop and maintain strong communication channels with the students, parents and community which received the lowest survey item rating.

Faculty & Staff:

Over 67 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the concept of working as an academic team. This category was tied with two other categories as the lowest rated with a 3.7 on a scale of 5.0. More emphasis needs to be placed on recognizing the contributions of the faculty and staff towards the attainment of the school goals throughout the school year and not just at the conclusion of the school year.

Data/Information/Knowledge Management:

Over 81 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the performance of the school faculty and staff in measurement, analysis and knowledge management. This category was the highest rated category rate with a 4.1 on a scale of 5.0. More emphasis needs to be placed on providing staff members with appropriate important information for them to accomplish their tasks correctly and to keep them periodically apprised as to the accomplishments and progress of the school which received the lowest survey item rating.

Education Design:

Over 81 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the idea that the processes in place for driving the operation of the school are understood, supported and are working well. This category was tied with one other category for the third highest rated category with a 3.8 on a scale of 5.0. More emphasis needs to be placed on providing more resources so staff can accomplish their jobs which received the lowest survey item rating.

Performance Results:

Over 66 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the idea that the school was performing its job well in areas other than academics. The category was tied with two other categories as the lowest ranked with a 3.7 on a scale of 5.0. More emphasis needs to be placed on providing staff members with appropriate and important financial information needed to conduct their portion of the school operations which received the lowest survey item rating.



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 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 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



School Improvement Plan 2007-2008



Different Innovative Approaches
Addressed under Goal 1: Reading Action Steps

Responsibility of Teaching Reading for Every Teacher
Addressed under Goal 1: Reading Action Steps

Quality professional development for Teachers and Leaders
A needs assessment is being developed for teachers, and the Professional Development Liason is planning ongoing professional development opportunities for teachers.

Small Learning Communities (SLC)
SLC's are established through the Curriculum/Leadership team which meets frequently and Departments that meet weekly to address students needs.

Intensive intervention in Reading and Mathematics
Addressed under Goal 1: Reading Action Steps, Goal 2: Mathematics Action Steps

Course Choice Based on Student Goals/Interests/Talent
Students are given Course Selection Sheets in the Spring to indicate their elective preferences

Master Schedules Based on Student Needs
The Master Schedule is designed based on student needs according to the subject selection forms.

Parental Access and Support
Parents were issued Parent PIN numbers at Open House which will allow them access to the Parent Portal to monitor their child's progress. The school's website can also be accessed and teachers can be contacted through e-mail.

Applied and Integrated Courses
Vocational courses such as Personal Development, Teen Challenge, Business Keyboarding and Exploratory Technology are offered to all students.

Academic and Career Planning
Middle School Career and Academic Advisement is offered through Civics and Technology courses

Reading Goal

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

Florida Education Priorities

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

Reading achievement will improve and Annual Yearly Progress will be met for all No Child Left Behind (NCLB) groups.

Needs Assessment

Scores on the 2007 FCAT Reading Assessment indicate that 56 percent of students in grades six through eight scored at or above FCAT achievement Level 3, a decrease of three percentage points over scores of the 2006 administration; 58 percent of students in grades six through eight made learning gains, a decrease of 14 percentage points over scores of the 2006 administration; 67 percent of the lowest quartile making reading gains in grades six through eight decreased ten percentage points over scores of the 2006 administration; students in the No Child Left Behind (NCLB) Black subgroup population was 12 percentage points below the federal requirement for Adequate Yearly Progress (AYP); Economically Disadvantaged subgroup population was 5 percentage points below the federal requirement for Adequate Yearly Progress (AYP); English Language Learners subgroup population was 34 percentage points below the federal requirement for Adequate Yearly Progress (AYP); Students with Disabilities subgroup population was 37 percentage points below the federal requirement for Adequate Yearly Progress (AYP). Further analysis indicates additional emphasis needs to be given in Main Idea/Purpose to grades six and seven and Main Idea/Purpose and Reference/Research for grade eight.



School Improvement Plan 2007-2008



NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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, the number of students meeting high standards in grades six through eight will increase to 58 percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Black NCLB Subgroup students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, the English Language Learners NCLB Subgroup students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the Students with Disabilities NCLB Subgroup students will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer the FORF Test to students identified as High Risk.	Administration, Student Services, Language Arts Chairperson, Reading Leader, Reading and Language Arts Staff	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement a District sponsored course recovery class utilizing PLATO software for students in all grades who have not achieved required points to be promoted to the next grade level.	Administration, Student Services, Language Arts Department Chairperson, and Reading Leader	8/20/2007	6/05/2008	Continuous Improvement Model	0
Administer the FORF test to monitor proficiency for all intensive reading students on a three times a year basis, using results to adjust instruction towards specific benchmarks.	Administration, Student Services, Language Arts Chairperson, Reading Leader, Reading and Language Arts staff	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Identify and target grade 6 standard curriculum students who scored at or above Achievement Level 3 in reading, and expose them to critical thinking strategies based upon CRRP and District language arts and reading pacing guides.	Administration, Student Services, Language Arts Department Chairperson, Reading Leader, Reading and Language Arts staff, all instructional staff	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Create a Reading Plus class for students at Achievement Level 1, with special emphasis on Blacks, Economically Disadvantaged, English Language Learners, and Students with Disabilities utilizing the CRRP and District Language Arts and Reading pacing guides.	Administration, Student Services, Language Arts Department Chairperson, and Reading Leader	8/20/2007	6/05/2008	Continuous Improvement Model	0
Identify FCAT Level 1 and 2 reading students with special emphasis on Blacks, Economically Disadvantaged, English Language Learners, and Students with Disabilities and offer reading in the form of intensive reading classes, before and after-school tutoring programs two times per week for those identified students, and a Saturday Academy for Level 3 and 4 students, using pre and posttest for student evaluation.	Administration, Student Services, Language Arts Department Chairperson, Reading Leader, Reading and Language Arts Staff	8/20/2007	6/05/2008	Inclusion of SWD	15000
Implement a daily 30 minute school-wide reading initiative based upon the CRRP utilizing teacher and student directed reading activities.	Administration, Language Arts Department Chairperson, Reading Leader, and all instructional staff	8/20/2007	6/05/2008	District-wide Literacy Plan	1400
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, language Arts Department Chairperson, and Language Arts Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center data Debriefing Protocols to conduct data debriefing sessions.	Administration, language Arts Department Chairperson, and Language Arts Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs



School Improvement Plan 2007-2008



- Prentice Hall Textbook series for Language Arts Instruction
- Read XL series
- Read Advantage series
- Read 180 program

Professional Development

- Prentice Hall Textbook series for Language Arts Instruction
- Read XL series
- Read Advantage series
- Read 180 program
- 8-Step Continuous Improvement Model (CIM)
- Data driven decision making
- Creating Independence through Student-owned Strategies (CRISS)
- Reciprocal Teaching
- Comprehensive Research-Based Reading Plan (CRRP)

Evaluation

The summative assessment of this objective will be based upon the data from the 2008 FCAT Reading Assessment.

The formative assessment of this objective will be based upon school developed assessments, district interim assessments, ORF testing three times a year, individual diagnostic reading, and tutorial program Pre/Post-Tests.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics achievement will improve and Annual Yearly Progress will be met for all No Child Left Behind (NCLB) groups.

Needs Assessment

Scores on the 2007 FCAT Mathematics Assessment indicate that 58 percent of students in grades six through eight scored at or above FCAT achievement Level 3, an increase of three percentage points over scores of the 2006 administration; 69 percent of students in grades six through eight made learning gains, a decrease of one percentage point over scores of the 2006 administration; students in the No Child Left Behind (NCLB English Language Learners subgroup population was 28 percentage points below the federal requirement for Adequate Yearly Progress (AYP); Students with Disabilities subgroup population was 43 percentage points below the federal requirement for Adequate Yearly Progress (AYP). Further analysis indicates additional emphasis needs to be given in Measurement and Algebraic Thinking in grade six; Measurement, Geometry and Algebraic Thinking in grade seven; and Geometry, Algebraic Thinking and Data Analysis in Grade 8.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase to 62 percent on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the English Language Learners NCLB Subgroup students will increase their reading 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, the Students with Disabilities NCLB Subgroup students will increase their reading 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
Utilize on-site developed Pre/Posttests, and short and frequent assessments through the Edusoft program to monitor students' academic performance and adjust instructional programs accordingly.	Administration, Mathematics Department Chairperson and Mathematics Department staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Identify and target standard curriculum students who scored at or above Achievement level 3 in Mathematics in each of the NCLB subgroups for enrollment in advanced academic courses with more rigorous mathematics requirement.	Administration, Student Services, Mathematics Department Chairperson, and Mathematics Department staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize the Edusoft data bases to target data driven instruction for students.	Administration, Mathematics Department Chairperson and Mathematics Department staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement a District sponsored course recovery class utilizing PLATO software for students in all grades who have not achieved required points to be promoted to the next grade level.	Administration, Student Services, Mathematics Department Chairperson, Mathematics staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Dell Technow, Test Tools, Riverdeep, FCAT Explorer, Glencoe Test Software, and Edusoft software to identify specific mathematical weaknesses.	Administration, Mathematics Department Chairperson and Mathematics Department staff	8/20/2007	6/05/2008	Continuous Improvement Model	25000
Develop and implement curriculum alignment schedule based upon the District Pacing Guides to ensure uniformity of instruction and timely presentation of material.	Administration, Mathematics Department Chairperson and Mathematics Department Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Identify FCAT Level 1 mathematics students with special emphasis on English Language Learners and Students with Disabilities and offer intensive mathematics classes, before and after-school tutoring programs two times per week to those identified students utilizing pre and posttests to evaluate them.	Administration, Student Services, Mathematics Department Chairperson, and Mathematics Department staff	8/20/2007	6/05/2008	Inclusion of SWD	1500
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Mathematics Department Chairperson, and Mathematics Department Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center data Debriefing Protocols to conduct data debriefing sessions.	Administration, Mathematics Department Chairperson, and Mathematics Department Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

- Glencoe Mathematics core series

Professional Development



School Improvement Plan 2007-2008



- Glencoe Mathematics core series
- 8-step Continuous Improvement Model (CIM)
- Data driven decision making
- Creating Independence through Student-owned Strategies (CRISS)

Evaluation

The summative assessment of this objective will be based upon the data from the 2008 FCAT Mathematics Assessment.

The formative assessment of this objective will be based upon District Interim assessments, school developed Pre/Posttests, tutorial program Pre/Posttests, and short and frequent teacher assessments.

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 checked="" 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

Writing achievement will improve.

Needs Assessment

Scores on the 2007 FCAT Writing subtest indicate that 84 percent of the students in grade 8 met the state required mastery level of 3.5. The combined writing score of 4.0 was a decrease of 0.1 from the score on the 2006 administration. Further analysis of the data indicates emphasis needs to be given in expository writing.

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 upon the Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of the students meeting high standards on the 2008 FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a cross curriculum daily journal writing requirement with emphasis on grade 8 student participation and performance to improve writing skills and the instructional model	Administration, Student Services, Department Chairpersons for ESE, Language Arts, Science, and Social Studies	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Develop in-house essay contests and increase participation in current District Writing contests. Identify students not meeting the state writing requirements as indicated by their writing.	Administration, Language Arts Department Chairperson, Language Arts staff	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Increase participation of grade 6, 7, and 8 students in the yearbook elective to improve their writing skills.	Administration, Student Services, Language Arts Department Chairperson, Language Arts staff	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Implement elements of writing instruction in grades 6, 7, and 8 Language Arts classes to improve writing skills.	Administration, Language Arts Department Chairperson and Language Arts Department staff	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Use the Pre and Post FCAT Writing test, and implement a quarterly writing sample assessment to identify students not meeting the state writing requirements as indicated by their writing samples and adjust the academic instruction plan .	Administration, Language Arts Department Chairperson and Language Arts Department staff	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

- Prentice Hall Textbook series for Language Arts Instruction
- Prentice Hall Writing and Grammar Interactive Text on CD-ROM
- Write Source 2000 Skills Book

Professional Development

- Prentice Hall Textbook series for Language Arts Instruction
- Prentice Hall Writing and Grammar Interactive Text on CD-ROM
- Write Source 2000 Skills Book
- 8-Step Continuous Improvement Model(CIM)
- Data driven decision making

Evaluation

The summative assessment of this objective will be based upon the data from the 2008 FCAT Writing + Assessment.

The formative assessment of this objective will be based upon Pre/Post FCAT Writing Tests, and school developed quarterly writing assessment samples.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Science achievement will improve for all grade eight students.

Needs Assessment

Scores on the 2007 FCAT Science assessment indicate that 29 percent of grade 8 students scored at or above the FCAT achievement Level 3 which is an increase of five percentage points over the scores of the 2006 administration. Further analysis of the data indicates additional emphasis needs to be given in Physical and Chemistry and the Life and Environment content clusters.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize on-site developed Pre/Post-tests and short frequent assessments through the Edusoft program to identify students not meeting state science requirements as indicated by interim test scores and adjust instructional programs accordingly.	Administration, Science Department Chairperson and Science Department staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Identify underachieving students and offer afterschool tutoring and mentoring programs two times per week to these identified students.	Administration, Science Department Chairperson, and Science Department staff	8/20/2007	6/05/2008	Continuous Improvement Model	5000
Maintain a SECME club that fosters maximum student exposure to careers in science, engineering, technology, and mathematics through local and national contests.	Administration, Science Department Chairperson and SECME Instructors	8/20/2007	6/05/2008	Academic Enrichment Opportunities	1000
Identify and target standard curriculum students who scored at or above Achievement Level 3 in reading and or mathematics in each NCLB subgroups for enrollment in advanced academic courses with more rigorous science requirements.	Administration, Student Services, Science Department Chairperson, and Science Department staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Increase the number of classroom inquiry based activities, and conduct a school wide science fair that require students to use process skills for group and individual work.	Administration, Science Department Chairperson and Science Department staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use Test Tools, Riverdeep, Glencoe Test Software and Edusoft software to identify specific science weakness, and provide parental access to these evaluative tools.	Administration, Science Department Chairperson and Science Department staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement benchmark driven curriculum alignment schedule to ensure uniformity of instruction and timely presentation of material utilizing the District Pacing Guide.	Administration, Science Department Chairperson and Science Department staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration, Science Department Chairperson, and Science Department Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Administration, Science Department Chairperson, and Science Department Staff	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

- Glencoe Science core series
- Holt Earth Space Science series

Professional Development



School Improvement Plan 2007-2008



- Glencoe Science core series
- Holt Earth Space Science series
- 8-Step Continuous Improvement Model (CIM)
- Data driven decision making
- Creating Independence through Student-owned Strategies (CRISS)

Evaluation

The summative assessment of this objective will be based upon the data from the 2008 FCAT Science Assessment.

The formative assessment of this objective will be based upon school developed Pre/Post-Tests, short and frequent teacher assessments and District Iterim 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Parental Involvement Statement

Parental involvement and satisfaction with the school environment must increase.

Needs Assessment

An analysis of parental involvement trends at Lawton Chiles Middle School reveals that parental attendance (parents of the participants) is high usually at or above 80 percent at special events such as Science Fairs, Choral, Band, and Keyboarding performances, Drama related activities and Multicultural fairs. Parental involvement is excellent for Open Houses and for parent teacher conferences and is usually in the 50 to 60 percent range. Other academically related activities such as parent workshops are not as well attended. The number and variety of parent workshops offered need to be increased to at least one per month and communicated to the parents in a number of different ways instead of relying on student delivered handouts.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts by comparing the hourly logs for the 2006-2007 to the 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain an up-to-date parent resource center containing pertinent school information in the front administrative office.	Administration, PTSA, Student Services, Department Chairpersons	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Provide strategies for parents to use at home to support reading, mathematics, writing and science achievement through workshops, printed information, community school/parent outreach programs.	Administration, PTSA, EESAC, Department Chairpersons	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Publish a monthly informational newsletter for parents and students.	Administration, PTSA	8/20/2007	6/05/2008	Improve Public Perception	0
Develop and implement workshops, printed information, community school/parent outreach programs for for use by parents to assist in their children's academic development.	Administration, PTSA and EESAC	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Conduct Parent-Teacher-Student Association (PTSA) membership drive to increase parent participation in school based activities.	Administration, PTSA, EESAC	8/20/2007	6/05/2008	Other/ Not Applicable	0
Promote Parent Academy Program utilization by our parent population by acting as a host site.	Administration, Student Services, PTSA, EESAC	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Promote and facilitate parent stakeholder participation in school-wide goal planning and activity development through EESAC discussions of budget allocations.	Administration, PTSA and EESAC	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

- National Standards for Parent and Family Involvement PTSA

Professional Development

- National Standards for Parent and Family Involvement PTSA
- 8-Step Continuous Improvement Model (CIM)
- Data driven decision making

Evaluation

The summative assessment of this objective will be based upon the results of the School Climate Survey responses in the satisfaction of school environment questions category on the School Climate Survey , comparing the results for the 2006-2007 and 2007-2008 school years.

The formative assessment of this objective will be based upon an increase of 5 percent by parental and community involvement by comparing the hourly logs for the 2007-2008 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

Lawton Chiles will reduce the number of outdoor and indoor suspensions.

Needs Assessment

An analysis of the Student Case Management Executive Summary shows that Lawton Chiles has had a decrease of 56.5 percent in indoor suspensions and a decrease of 34.5 percent in outdoor suspensions during the 2006 – 2007 school year as compared to the 2005-2006 school year. A need exists to further reduce these suspension numbers.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point 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
Implement and maintain a school-wide set of common classroom rules.	Administration, Discipline Committee, all instructional staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement and maintain a sequence of consequences which escalate rapidly for repeat offenders.	Administration, Discipline Committee, and all instructional staff	8/20/2006	6/05/2008	Continuous Improvement Model	0
Increase utilization of guidance counselors to provide interventions to modify inappropriate student behaviors.	Administration, Student Services	8/20/2007	6/05/2008	Continuous Improvement Model	0
Maintain a computerized system for identifying and authorizing access to the school site by non-school site persons.	Administration, Security Monitors	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement a program of rewards and incentives for model student behavior.	Administration, Incentives and Rewards Committee	8/20/2007	6/05/2008	Continuous Improvement Model	1500
Increase the utilization of hall sweeps to identify repeat tardy offenders to provide progressive strategies to modify inappropriate student behavior in the campus hallways.	Administration and CSI Instructor/Dean of Students	8/20/2007	6/05/2008	Continuous Improvement Model	0

Research-Based Programs

- Assertive Discipline by Lee Cantor

Professional Development

- Assertive Discipline by Lee Cantor
- 8-Step Continuous Improvement Model (CIM)

Evaluation

The summative assessment of this objective will be based upon extracted data from the Student Case Management Executive Summary for the 2007-2008 school year.

The formative assessment of this objective will be based upon the monthly analysis of Student Case Management forms forwarded to and acted upon by Administration.

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

Technology Statement

Lawton Chiles Middle School will have all teachers utilize the electronic Pinnacle Grade-book Program.

Needs Assessment

All teachers need to be competent with electronic grade-book attendance procedures since the District has directed that official school attendance is controlled through individual teacher grade-book entries.

Measurable Objective

Given an emphasis in the use of technology in education, all teachers will utilize the electronic grade-book as evidenced by 100 percent production of electronic report cards for all grading periods.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct appropriate initial and upgrade electronic grade-book software training for appropriate instructional personnel.	Administration, Grade-Book Manager	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Conduct periodic monitoring to ensure proper utilization of the Pinnacle Grade-Book software by teachers.	Administration, Grade-Book Manager	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide as needed, support for staff members who are having difficulties implementing the program.	Administration, Grade-Book Manager and individual instructional staff	8/20/2007	6/05/2008	Continuous Improvement Model	0
Print Interim progress reports for the entire student population.	Administration, Grade-Book Manager	8/20/2007	6/05/2008	Continuous Improvement Model	0
Print individual attendance and academic progress reports to be used during Parent/Teacher conferences.	Administration and individual instructional Staff	8/20/2007	6/05/2008	Exchange Meaningful Information	0
Provide parental access to their children's grades through the internet connected gradebook.	Administration, Grade-Book Manager	8/20/2007	6/05/2008	Exchange Meaningful Information	0

Research-Based Programs

- N/A

Professional Development

- Pinnacle Grade-Book Program by Excelsior
- 8-Step Continuous Improvement Model (CIM)

Evaluation

The summative assessment of this objective will be based upon the actual daily attendance data and grading period and examination inputs download to OIT for daily and yearly reports as indicated by school generated reports.

The formative assessment of this objective will be based upon the periodic review of system use by the Grade-Book Manager and 100 percent of the teachers using the electronic Pinnacle Grade-book program.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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

Health & Physical Fitness Statement

Lawton Chiles Middle School will increase the number of students receiving awards based upon the FITNESSGRAM.

Needs Assessment

An analysis of the 2007 Physical Fitness test summary indicates that 90 percent of the students tested with the FITNESSGRAM achieved Gold or Silver Awards, a increase of 20 percentage points over scores of the 2005-2006 FITNESSGRAM administration.

Measurable Objective

Given instruction based upon District mandated FITNESSGRAM standards, students in grades six through eight will improve their fitness silver and gold award levels to 91 percent of the participants tested.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement periodic student fitness progress checks to monitor student fitness development.	Physical Education Instructors	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Develop activities for students that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administration, Physical Education Department instructors, and all other instructional staff	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Utilize FITNESSGRAM Curriculum.	Administration, Physical Education Department Instructors	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Dedicate an appropriate amount of time for fitness related activities on a weekly basis.	Physical Education Department instructors, and all other instructional staff	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Administer a FITNESSGRAM pre and post-test to determine fitness levels of the tested students.	Administration, Physical Education Department instructors	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0

Research-Based Programs

- Human Kinetics FITNESSGRAM

Professional Development

- Human Kinetics FITNESSGRAM
- 8 Step Continuous Improvement Model (CIM)
- Data driven decision making

Evaluation

The summative assessment of this objective will be based upon the percentage of student participants in grade six through eight receiving awards on the 2007-2008 FITNESSGRAM, health-related fitness test.

The formative assessment of this objective will be based upon the periodic review of student fitness progress assessments.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Electives & Special Areas Statement

Lawton Chiles Middle School will increase the number of students participating in foreign language courses.

Needs Assessment

A comparison analysis of the 2006-2007 school year to the 2007-2008 school year elective class student population indicates a decrease of students taking electives. As student population decreases and requirements for Intensive Reading and Math are initiated, a variety of elective programs should be maintained.

Measurable Objective

Given emphasis on the benefits of enriching elective courses, the number of students participating in elective courses will increase by five percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement an early bird 5 day a week instructional period and a 2 hour block of instruction in 3 days a week in an afterschool format for a Chinese language curriculum.	Administration, Student Services, Foreign Language Department Chairperson, and Foreign Language staff	8/20/2007	6/05/2008	Dual Language	0
Develop a support agreement with FIU and Taiwan to produce additional resources to enhance the Chinese Language course.	Administration, Foreign Language Department Chairperson	8/20/2007	6/05/2008	Dual Language	0
Maintain extended foreign language program in Spanish for students in grade 6 through 8 using the science curriculum.	Administration, Student Services, Foreign Language Department Chairperson, Foreign Language staff, and Science Department staff	8/20/2007	6/05/2008	Dual Language	0
Maintain the Italian language, French language, and Spanish language offerings at a schedule of five periods.	Administration, Student Services, Foreign Language Department Chairperson, and Foreign Language staff	8/20/2007	6/05/2008	Dual Language	0
Participate in Italian and Chinese government sponsored cultural activities and contests.	Administration, Student Services, Foreign Language Department Chairperson, and Foreign Language staff	8/20/2007	6/05/2008	Dual Language	0
Participate in school, district, local, and state sponsored concerts, contests, intramural sports, and exhibitions to choral, instrumental, visual arts, business technology, physical education skills and computer skills to perspective students.	Administration, Elective Department Chairperson and Elective Department staff	8/20/2007	6/05/2008	Other/ Not Applicable	0
Expand the annual Culture Fair to include more parental participation and Spanish, French, Italian and Chinese representation at the fair.	Administration, Foreign Language Department Chairperson and staff, Social Studies Department Chairperson and Staff	8/20/2007	6/05/2008	Diversity & Educational Equity	0

Research-Based Programs

- Glencoe Spanish Language program series

Professional Development

- Glencoe Spanish Language program series
- 8-Step Continuous Improvement Model (CIM)
- Data Driven decision making

Evaluation



School Improvement Plan 2007-2008



The summative assessment of this objective will be based upon the percentage of students participating in elective courses as indicated by Mac School records.

The formative assessment of this objective will be based upon the interest students show toward taking elective courses during the spring articulation period.

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

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

Return On Investment Statement

Lawton Chiles Middle School will rank above the 92th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004- 2005, Lawton Chiles Middle School ranked at the 92th percentile on the State of Florida ROI index.

Measurable Objective

Lawton Chiles Middle School Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Improve staff knowledge about the use of financial resources in relation to school programs.	Administration	8/20/2007	6/05/2008	Continuous Improvement Model	0
Collaborate with the District on resource allocation.	Administration	8/20/2007	6/05/2008	Continuous Improvement Model	0
Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/20/2007	6/05/2008	Continuous Improvement Model	0
Share use of facilities, partnering with community agencies.	Administration	8/20/2007	6/05/2008	Improve Public Perception	0

Research-Based Programs

- N/A

Professional Development

- State of Florida ROI Index
- 8-Step Continuous Improvement Model (CIM)
- Budget Conferences
- Grants Training
- MSAF
- Budget Training

Evaluation

The summative assessment of this objective will be based upon the publication of the next ROI Index when Lawton Chiles Middle School will show progress toward reaching the 93th percentile.

EESAC Compliance

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

Budget:

EESAC approved the allocation of monies for the before-school and after-school tutorial program from both EESAC funds and FCAT enhancement monies. EESAC has also funded media center requirements and student agenda books.

Training:

EESAC discussed and recommended general training and professional development activities for CIM training and Edusoft Training which support SIP goals.

Instructional Materials:

EESAC has reviewed and recommended purchases of various reading materials for the media center and classrooms which support SIP goals.

Technology:

EESAC reviewed and made recommendations for replacement of aging technology and use of existing technology to support SIP goals. Budgets from technology have been reviewed and sources of monies to support the requests are being sought.

Staffing:

EESAC reviewed with the Principal, current staffing proposals and offered advice and comment for Administrators' consideration.

Student Support Services:

EESAC reviewed current volunteer procedures and discussed approaches to increasing parental involvement in academic activities. Publication of school events and parent workshops in the local community newspaper has been increased and increased emphasis has been placed on securing more high school student participation for tutoring and mentoring programs.

Other Matters of Resource Allocation:

EESAC discussed possible approaches to the community through the CBRs to gain additional support and resources for SIP accomplishment.

Benchmarking:

Discussed current SIP and how it will be minimally assessed on a quarterly basis to adjust strategies as needed within the structure of the Continuous Improvement Model (CIM). All quarterly data will be compiled, analyzed and reported as an in-progress update.



School Improvement Plan 2007-2008



School Safety & Discipline:

EESAC reviewed and supported all recommendations of the School Discipline Committee, and approved the continued fiscal support of the on-line school computerized visitor ID and screening system.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	16400
Mathematics	26500
Writing	0
Science	6000
Parental Involvement	0
Discipline & Safety	1500
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	50400



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