

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Glades Middle School (6211)

Feeder Pattern - Miami Killian Senior

Regional Center V

District 13 - Miami-Dade

Principal - Elio Falcon, Jr.

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

The Glades Middle School community seeks to empower students through a curriculum of academic and technological support that will enable them to meet the choices and challenges of the 21st century. Glades Middle School is a suburban middle school with a diverse enrollment of 1263 students; 78% Hispanic, 17% White, 1% Black, and 4% Asian/Native American/Multiracial, in grades six through eight, of which 46% percent of students are on free or reduced meals. This group consists of 354 (28%) students in grades six through eight with Level 1 or 2 in Mathematics. Reading students were disaggregated as 175 (13.8%) of all students in grade six through grade 8 as a Level 1 and 176 (13.9%) and of all students in grade six through grade 8 as a Level 2.

At this time, we are continuing with programs and concepts that have been implemented and proven to be successful in meeting the needs of our school community while promoting the five district goals of our District Strategic Plan; thus, ensuring achievement of high academic standards by all students; to develop our students so that they are able to successfully compete in the global economy; to actively engage family and community members to become our partners in increasing and maintaining high student achievement; to reform our business practices to ensure efficiency, effectiveness and high ethical standards; and to recruit, develop and retain a high-performing diverse, and motivated faculty and staff. In our efforts to meet these goals, we have continued our partnership with community resources via Dade Partners and have a school-wide committee that works with procuring grants to supplement the programs at our school.

To meet these goals we have increased the number of high school courses offered in Mathematics, Science, Fine Arts and Foreign Languages with the focus on developing higher level thinking skills. We have taken steps in ensuring that the Mathematics and Science curriculum are aligned for student progression to High School. We have continued to promote student interests in diverse areas of study by bringing on board new programs in music and performance. We are addressing the needs of students that demonstrate a deficiency in Reading and Mathematics by the use of targeted classroom instruction in courses specifically defined to meet their needs. In addition to this, we have double blocking of students experiencing reading decoding difficulties to address the needs of these students.

We have increased staff development in reading content areas in order to better implement the Comprehensive Researched based Reading Plan (CRRP) across all subject areas. We have increased the number of Inclusion Co-Teach classrooms to better service our Special Education (SPED) students. In addition to these programs, we continue the use of Plato Credit Recovery Program for students repeating a Language Arts or Mathematics course. This class is conducted prior to the start of the school day in order to allow students to retain their elective course options. English Language Learners' (ELL) needs are continuously addressed through double blocking students who need remediation in Reading and Mathematics courses, Home Language Assistance Program and after school tutoring.

The Glades Middle School community has carefully reviewed data and trends, including the School Improvement Plan for 2006-2007, the 2006 and 2007 test results from the Florida Comprehensive Assessment Test (FCAT) in Reading, Mathematics, Writing, and Science for placement of students in intensive reading, homogeneous Language Arts or Homogeneous Mathematics. The Educational Excellence School Advisory Council (EESAC) identified the following goals and objectives for the 2007-2008 School Improvement Plan.

Given instruction using Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 73 percent of students scoring FCAT Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards, English Language Learners (ELL) students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students scoring at or above FCAT Level 3 on the 2008 FCAT Reading test.

Given instruction using Sunshine State Standards, Students with Disabilities (SWD) students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students scoring at or above FCAT Level 3 on the 2008 FCAT Reading test.

Given instruction using Sunshine State Standards, students in grades six through eight will improve their mathematic skills as evidenced by 71 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, English Language Learners (ELL) (students, in grades six through eight) will improve their mathematic skills as evidenced by 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students with Disabilities (SWD), in grades six through eight will improve their mathematic skills as evidenced by 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Mathematics test.

Given instruction using Sunshine State Standards, eighth grade students will increase or maintain their writing skills as evidenced by 91 percent of students achieving 3.5 or higher as documented by scores of 2007 FCAT Writing Plus test. In addition, data indicated that 65 percent of the ELL students improved by two percent.

Given instruction using Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 70 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Science test.

Given collaboration within the Glades community, volunteer stakeholders will actively participate in programs and activities to enhance student achievement and maximize community involvement as documented by the 2007-2008 Volunteer Hour Log Book achieving a total of 3,000 volunteer hours for the 2007-2008 academic year and the acquisition of the Miami-Dade County Public Schools 2007-2008 Golden School Award.

Student outdoor suspensions have been consistently reduced over the last three years from a high in 2004-2005, to a 25% reduction 2005-2006 and an additional 60% reduction 2006-2007. Given the effect of student attendance on student achievement, the number of outdoor suspensions from school during the 2007-2008 year will continue to be maintained at or below the 2006-2007 school year.

Given the increased use of technology, 100% of the parents/guardians will have access to the Parent Internet Viewer by the third nine weeks grading period, as documented by 2007 Information Technology Service (ITS) reports.

Given instruction using the Sunshine State Standards, 78 percent of the sixth through eighth grade students enrolled in Physical Education will receive the FITNESSGRAM award in 2008.

Given instruction using the Sunshine State Standards, the number of students enrolled in performance, fine arts and vocational electives classes will increase by 2% in the 2007-2008 school year, as compared to the 960 students enrolled in these elective classes in the 2006-2007 school year as documented by the master schedule.

Glades Middle School will improve its ranking on the State of Florida ROI publication from 2005 by at least 1 percentage point in the upcoming publication.

Data from the 2007-2008 Organizational Performance Improvement Snapshot (OPIS) is not available as of yet. Data from the the 2006-2007 OPIS survey indicated that 89% of the staff members who took the survey (96% of staff responded) are in agreement or strong agreement with all the categories surveyed.

EESAC selected 7c. "I know how well my work location is doing financially", as one point that deserves further consideration by the school-site administration. Although 60% of those surveyed agreed or strongly agreed that they were satisfied in this category, 17% did not agree with this topic and 23% did not side one way or the other. The administrators will continue to inform the staff about the school's financial resources through faculty meetings and the principal will present the school's budget to EESAC on a regular basis.



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.

6211 - GLADES MIDDLE SCHOOL

VISION

We are committed to a comprehensive and inclusive learning environment to provide educational excellence for all.

MISSION

We empower students with the highest quality education so all of our students are provided with lifelong learning skills to become successful in leading productive, responsible and fulfilling lives as a member of society.

CORE VALUES



School Improvement Plan 2007-2008



Excellence:

We pursue the highest standards in academic achievement and organizational performance with clear measurable guidelines.

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 and community.

Equity:

We foster an environment that serves all students and aspires to eliminate the achievement gap that exists due to socio-economic or racial and ethnic barriers.

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 school-site responsibilities to promote democratic principles.

School Demographics

Glades Middle School is located on 17.24 acres in a southwest Miami-Dade County residential neighborhood. The school is located at 9451 SW 64 Street, Miami, Florida. The campus consists of a two-story main building built in 1963, the Thelma Morgan Science Annex built in 2001, and 13 relocatable portables. All classrooms have been hard wired for internet access and are provided with closed circuit television. The campus also has four lighted baseball fields that are shared by a community Khoury League.

Glades Middle School services 1,263 students from the surrounding neighborhood; including general curriculum students (63%), Special Education (SPED) (32% which is composed of 16% Gifted and 16% all other exceptionalities), English Language Learners (ELL) students (5%), and economically disadvantaged students (46%). The ethnic/racial makeup of the student is 1% Asian, 0.01% Native American, 1.7% Multi-cultural, 1.3% Black, 78% Hispanic, and 17% White. The mobility rate is approximately 16% based on the most recent data. We have very low retention rate for eighth grade students (5 or 0.2% for 2006-2007). Our students feed predominately into Miami Killian High School (60%) and Southwest Miami High School (40%).

This school is comprised of a diverse staff of 66 teachers (this includes one SPED program specialist, one media specialist and one teacher for School Center for Special Instruction (SCSI)), three counselors, four administrators, and 28 additional support personnel. The teaching staff has several members that have attained degrees beyond a Bachelors (24 hold advanced degrees), which includes 4 with Doctorates and 3 with National Board certification, while 4 are currently enrolled in graduate programs or post graduate coursework. Seven percent of the teachers are new to the school, with one teacher (two percent) that is actually a beginning teacher. The average length of time teaching for the general staff is 11 years.

We at Glades Middle School are very fortunate to have students, parents, community members and administrators who give their hearts and souls to the process of educating our young. There are many awards that have been given to Glades Middle School since it opened its doors. We have received the Golden School award for two decades, the Five Star award for three consecutive years and will pursue it again the 2007-2008 school year, Miami-Dade County Youth Crime Watch Club of the Year, Music Festival Award, Florida Band Masters Association Superior rating awards for the Symphonic Band and Jazz Bands, the school's band was awarded a Proclamation from the City of Miami's Mayor, and Miami-Dade County Public Schools Parent Volunteer of the Year award. In the past few years the school was awarded the Ellis Lab grant and individual teachers have received Education Fund grants.

Students with Disabilities (SWD) made Adequate Yearly Progress by achieving safe harbor in Reading and Mathematics for the 2006-2007 academic year. In addition, the SWD needs in reading continue to be met with the reading emphasis in their language arts class and the use of Read 180 as a resource tool through their reading class. Glades Middle School staff is aware that ELL students did not meet adequately yearly progress in the areas of Reading and Mathematics and it has made key changes to the program configuration with an effort to remedy this situation. In order to target the sub groups that did not meet adequate yearly progress, we have identified the students and their parents will be contacted in order these students to be enrolled in reading and mathematics enrichment along with an after school and Saturday program. ELL student needs are being supplemented through the use of the Ellis Lab and the Home Language Program.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot (OPIS) conducted by the school district indicates an average score of 4.4 out of 5.0 that the leadership of the school more than adequately addresses issues that relate to how the leadership sets direction for the school, shares the mission and vision of the school, creates a positive working environment and involve its employee in the day-to-day operations of the school. In addition to this, the staff scored a 4.5 on Measurement, Analysis, and Knowledge Management indicating a very favorable relationship between the staff, administration and the much needed communication and understanding of data to drive a model with continuous improvement, self guided leadership and growth as its goal.

District Strategic Planning Alignment:

With an average score of 4.2 on OPIS, the survey indicates that the goals and objectives of the school and the involvement of its employees in the development of said goals are well aligned with the District's Strategic Planning.

Stakeholder Engagement:

With an average score of 4.4 on OPIS, the survey indicates that the staff is aware of the needs of the customers and the levels of satisfaction of its customers are gauged by the employee's opinion. Further review indicates that the staff rates itself highly with a 4.5 on the specific category of interactions with its customers as in 7a. My customers are satisfied with my work and with the highest rating of 4.7, the staff states in 3a. "I know who my most important customers are."

Faculty & Staff:

With an average score of 4.6 on OPIS, the survey indicates that the faculty and staff feel that their opinions and suggestions are considered by the administration and they share a common goal as is evidenced by 1a. "I know my work location's mission (what it is trying to accomplish)."

Data/Information/Knowledge Management:

With an average score of 4.6 on OPIS, the survey indicates that the faculty and staff feel that their opinions and suggestions are considered by the administration and they share a common goal as is evidenced by 1a. "I know my work location's mission (what it is trying to accomplish)."

Education Design:

With an average score of 4.6 on OPIS, the survey indicates that the employee knows how to measure and analyze information given and how management role affects the organization's overall plan as indicated in 4b. "I know how to analyze (review) the quality of my work to see if changes are needed."

Performance Results:

The area that needs to be addressed category 7c, which deals with how informed teachers are about the school's monies.



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 type="checkbox"/>	Different Innovative Approaches to Instruction
<input type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input 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 type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

Different Innovative Approaches to Instruction is demonstrated in the use of both Homogeneous Language Arts and Mathematics to address the needs of Level 2 Reading and Level 1 and 2 Mathematics students.

Responsibility of Teaching Reading for Every Teacher is addressed by a school-wide daily reading program for every student, regardless of actual Reading Level. Teachers sign-off on a student reading log which is then incorporated as a part of the Language Arts classroom grade.

Quality Professional Development (PD) for Teachers and Leaders via Early Release and district-wide PD activities.

Small Learning Communities (SLC) assist groups of student based on their needs such as SPED or No Child Left Behind (NCLB) sub-groups.

Intensive Intervention in Reading and Mathematics in Mathematics and Reading strategies.

Course Choice Based on Student Goals / Interests / Talent Master Schedules Based on Student Needs in electives, Reading and Mathematics strategies, goals and objectives.

Parental Access and Support in Parental Involvement.

Applied and Integrated Courses are a part of the general Master Schedule process and is supported by student needs and requests.

Academic and Career Planning is completed through Social Studies and in conjunction with our Career specialist.

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 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"/>

Reading Statement

Students will make annual learning gains demonstrating proficiency levels on the 2008 FCAT Reading.

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 71 percent of the sixth through eighth grade students met high standards, (FCAT Level 3 and above), 65 percent of sixth through eighth grade students made learning gains, and 70 percent of the sixth through eighth grade students in the lowest 25 percent quartile made adequate progress.

Comparison of sixth, seventh and eighth grade scores show that Reference and Research is the lowest scoring area for all grade levels as it was in the previous year. Additionally, sixth, seventh, and eighth grade ELL students performed poorly on the 2007 FCAT Reading Test, failing to meet the 2007 AYP requirement of 51 percent of students scoring at Level 3 or above.

Although, the ELL students did have an overall 7% improvement in Reading, Safe Harbor was not achieved. In an effort to stem this continued deficiency, resources have been redefined and allocated to better address this area of need.

SWD did meet AYP by showing a 10% improvement in Reading and reaching Safe Harbor.

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 using Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 73 percent of students scoring FCAT Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards, English Language Learners (ELL) students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students scoring at or above FCAT Level 3 on the 2008 FCAT Reading test.

Given instruction using Sunshine State Standards, Students with Disabilities (SWD) students in grades six through eight will improve their reading skills as evidenced by 58 percent of the students scoring at or above FCAT Level 3 on the 2008 FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue the implementation of CRISS strategies in Reading and Language Arts Classes.	Assistant Principal for Curriculum, Reading and Language Arts Teachers.	08/16/07	05/30/08	District-wide Literacy Plan	0
Continue the implementation of the Accelerated Reader Program.	Assistant Principal for Curriculum, All Advisement Teachers, Language Arts Teachers, Reading Teachers and Media Specialist.	09/14/07	05/23/08	District-wide Literacy Plan	0
Continue the implementation of ELLIS ELL Computer Lab.	Assistant Principal for ESOL and ESOL Teachers.	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Continue the implementation of the Rigorous Reading Requirement. Students will be using an Independent Reading Record form to document independent reading time during advisement. The advisement teachers will confirm the student has read and credit will be given through the Language Arts class.	Assistant Principal for Curriculum, Advisement Teachers, Language Arts and Reading Teachers.	08/20/07	06/05/08	District-wide Literacy Plan	0
Incorporate data from the school Data Study Team to monitor student achievement.	Assistant Principal of Curriculum, Data Analysis Team.	08/16/07	05/30/08	District-wide Literacy Plan	0
Continue the implementation of the Continuous Improvement Model within the Plan, Do, Study, Act, (PDSA) cycle.	Assistant Principal for Curriculum, Language Arts Teachers and Reading teachers.	08/20/07	05/30/08	Continuous Improvement Model	0
Integrate FCAT task cards and questioning strategies throughout the Language Arts and Reading curriculum.	Assistant Principal for Curriculum and Reading Department Chair.	08/20/07	05/30/08	District-wide Literacy Plan	0
Continue to support trained teachers on the use of Student Performance Indicators (SPI) and train new teachers on the use of SPI to identify Level 1 and Level 2 students to target their instruction.	Assistant Principal for Curriculum, Reading and Language Arts Teachers.	08/20/07	05/30/08	Business Process Redesign	0
Continue the implementation of the Read 180 Reading Program for SWD in Intensive Reading Plus.	Assistant Principal for Curriculum and SPED Reading Teachers.	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide after school and Saturday tutorial to targeted areas that students are in need of work based on individual student SPI data.	Assistant Principal for Curriculum and Tutoring Teachers.	09/14/07	05/23/08	Education Innovation	0
Utilize FCAT Explorer.	Language Arts and Reading Department Chairs and Departmental teachers.	08/20/07	06/05/08	Other/ Not Applicable	0
Group all Level 2 students homogenously into Language Arts classes to allow for intensive instruction with a particular emphasis on deficient content clusters.	Assistant Principal for Curriculum, Reading and Language Arts Department Chairs.	08/16/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

Prentice Hall Grammar/Writing, Prentice Hall Literature Reading Series and Scholastic XL Reading services.

Measuring Up to the Florida Sunshine State Standards by Peoples Publishing Group

Scholastic Read 180

Great Source Reading Advantage

Reading and Writing Sourcebook

Timed Readings Plus by Jamestown Publishing

REWARDS by Sopris

Professional Development

Reading and Language Arts teachers will attend professional development workshops to provide them with up to date strategies in teaching reading comprehension, vocabulary, and fluency.

Teachers teaching the Intensive Reading Plus classes will attend workshops on Phonemic Awareness and Phonics.

Provide professional development (for reading teachers) on the instructional implications of the Florida Oral Reading Fluency Assessment (FORF) assessment and adjust instructional goals for Level 1 and 2 students accordingly.

Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Reading Test. Interim Assessment Reports will provide formative assessment which will be used to monitor progress toward this objective.

All Level 1 and Level 2 students will be monitored for progress and take the (FORF) Reading Test and the Diagnostic Assessment of Reading (DAR) as needed to determine proper placement in Intensive Reading and Intensive Reading Plus and also to monitor progress.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

Students will make sufficient annual learning gains to master the state standards in FCAT Mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 69 percent of the sixth through eighth grade students met high standards, (FCAT Level 3 and above) and 69 percent of sixth through eighth grade students demonstrated learning gains. This was no change for the former and a drop of two percent in the latter. Review of the 2007 FCAT results demonstrate that SWD and ELL subgroups performed below expectations on the 2007 FCAT Mathematics Test.

SWD sub-group did achieve safe harbor, therefore making AYP. Results from the 2007 FCAT Mathematics exam indicate that 28% of SWD scored at level 3 or above as compared to 18% in 2006.

ELL students did not meet AYP nor did they achieve safe harbor. Results of the 2007 FCAT Mathematics indicate that 35% of the ELL students scored at Level 3 or above, the same percent as in 2006.

Comparison of sixth, seventh and eighth grade scores showed that Measurement, Geometry, Data Analysis and Algebraic thinking are the lowest scoring areas for all grade levels.

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 using Sunshine State Standards, students in grades six through eight will improve their mathematic skills as evidenced by 71 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, English Language Learners (ELL) (students, in grades six through eight) will improve their mathematic skills as evidenced by 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students with Disabilities (SWD), in grades six through eight will improve their mathematic skills as evidenced by 62 percent of the students scoring at or above FCAT Achievement Level 3 on the 2008 FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue the implementation of the Home Language Program.	Assistant Principal for ESOL and ESOL Paraprofessional.	08/20/07	06/05/08	Diversity & Educational Equity	0
Continue the implementation of the Continuous Improvement Model.	Assistant Principal for Curriculum and Mathematics Teachers.	08/20/07	06/05/08	Continuous Improvement Model	0
Continue remedial Mathematics classes for students achievement Level 1 and 2 on the FCAT Mathematics for students grade 6 through 8.	Assistant Principal for Curriculum and Mathematics Teachers.	08/20/07	06/05/08	Education Innovation	0
Continue the implementation of the Plato Credit Recovery Program for students making up classes from grades 6 and 7.	Assistant Principal for Curriculum and Plato Credit Recovery Teacher.	08/20/07	06/05/08	Education Innovation	0
Incorporate data from the school Data Study Team to monitor student achievement.	Assistant Principal of Curriculum, Data Analysis Team.	08/16/07	05/30/2008	Continuous Improvement Model	0
Implement an after school and Saturday tutorial program that targets individual student's needs as indicated by the FCAT content clusters.	Assistant Principal for Curriculum and Tutoring Teachers.	08/20/07	06/05/08	Diversity & Educational Equity	0
Maintain low class size in homogeneous mathematics to provide greater instructional opportunities.	Assistant Principle for Curriculum	08/09/07	08/31/07	Secondary School Reform	0
Implement the use of the computer lab for students on a weekly rotation schedule using FCAT Explorer and River Deep.	Mathematics Department Chair, Mathematics Teachers and Assistant Principal Curriculum.	09/04/07	05/23/08	Academic Enrichment Opportunities	0
Continue to monitor student progress via district Interim Assessments based on the pacing guides.	Mathematics Department Chair and Assistant Principal Curriculum	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

Math Applications grades six, Glencoe; Middle School Math McDougall; Pre-Algebra, Prentice Hall; Algebra I, Glencoe; Algebra I Gifted/Prentice Hall Discovery in Geometry Honors, Key Curriculum; Geometry Gifted, Prentice Hall; Math Applications grade seven, Glencoe; Algebra McDougall; Math Applications grade eight, Glencoe; Pre-Algebra, Glencoe.

Professional Development

All instructional staff has received training in the Student Performance Indicator Application on the Web and assessment data. In addition, Mathematics teachers receive their student 2007 FCAT scores via teacher portal, which allows them to focus on their individual student needs.

Mathematics teachers will attend District workshops as they become available. Professional development activities that include information about successful research based Mathematics instruction will be targeted.



School Improvement Plan 2007-2008



Evaluation

The evaluation component will include the 2008 Mathematics FCAT as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

Students will make sufficient annual learning gains to master the state standards in FCAT Writing.

Needs Assessment

The 2007 FCAT Writing Plus data was disaggregated to provide detailed information on students performing in the lowest 25 percent quartile and students not meeting NCLB standards. Data shows that 11% of the eighth grade students did not achieve FCAT Level 3.5 or above.

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 type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards, eighth grade students will increase or maintain their writing skills as evidenced by 91 percent of students achieving 3.5 or higher as documented by scores of 2007 FCAT Writing Plus test. In addition, data indicated that 65 percent of the ELL students improved by two percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide regular school-wide diagnostic prescriptive formative writing assessment activities utilizing pre and post evaluations and subsequent remediation.	Assistant Principal for Curriculum and Language Arts Teachers.	08/20/07	06/05/08	District-wide Literacy Plan	0
Continue the implementation of the students' writing journals.	Assistant Principal for Curriculum and Language Arts Teachers.	08/20/07	06/05/08	Continuous Improvement Model	0
Continue the implementation of the Continuous Improvement Model.	Assistant Principal for Curriculum and Language Arts Teachers.	08/20/07	06/05/08	Continuous Improvement Model	0
Continue to train teachers and students in the use of the six-point rubric to holistically score student essays.	Assistant Principal for Curriculum and Language Arts Teachers.	08/20/07	06/05/08	Continuous Improvement Model	0
Implement an after school and Saturday tutorial program that targets individual student's needs as indicated by the FCAT content clusters.	Assistant Principal for Curriculum and Tutoring Teachers.	08/20/07	05/30/08	Secondary School Reform	0
Implement professional development writing conventions instruction within Language Arts department.	Department Chair Language Arts, Select Teachers and Assistant Principal for Curriculum	08/16/07	05/02/08	Education Innovation	0

Research-Based Programs

Prentice Hall Grammar and Writing
 CRISS (Creating Independence through Student-owned Strategies)

Professional Development

Professional development activities will vary in terms of days and personnel:

1. Data Analysis
2. Writing across the Curriculum
3. CRISS (Creating Independence through Student-owned Strategies)
4. Write Traits Training

Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Writing Plus Assessment. Pre and Post District authored writing tests will be administered which will provide formative assessment data to monitor progress. All Level 1 and 2 students will be monitored for progress.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Science Statement

Students will make sufficient annual learning gains to master the state standards in Science.

Needs Assessment

The 2007 FCAT Science data was disaggregated to provide detailed information on students performing below FCAT Level 3. Evaluation of the eighth grade FCAT Science test shows that Physical and Chemical Science and Life/Environmental were the lowest scoring areas.

Measurable Objective

Given instruction using Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 70 percent of students scoring FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement critical experiments that are guided by curricular pacing guides in direct correlation to the FCAT Benchmarks.	Assistant Principal for Curriculum and Science Teachers.	08/20/07	06/05/08	Education Innovation	0
Train teachers in use of Teacher Portal for identification of student FCAT Levels and learning trends.	Assistant Principal for Curriculum and Science Teachers.	08/16/07	06/05/08	Continuous Improvement Model	0
Implement the use of FCAT style materials identifying the Sunshine State Standards to be used in all aspects of the Science lessons.	Assistant Principal for Curriculum and Science Teachers.	08/16/07	06/05/08	Continuous Improvement Model	0
Continue the implementation of the students' writing journals in Science.	Assistant Principal for Curriculum and Science Teachers.	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Implement a vertical lesson plan that spans a three year program, incorporating a continuously increasing content knowledge (upwardly spiraling) in grades 6 through 8.	Assistant Principal for Curriculum and Science Department.	08/20/07	06/05/08	Education Innovation	0
Incorporate the use of technology to gain scientific perspective.	Science Department Chair, Department teachers and Assistant Principal Curriculum	08/20/07	06/05/08	Education Innovation	0
Continue the implementation of hands-on, minds-on activities which promote active learning.	Department Chair, department Teachers and Assistant Principal Curriculum	08/20/07	05/30/08	Academic Enrichment Opportunities	0
Continue to promote scientific literacy by the implementation of reading strategies in Science.	Department Chair and Teachers and Assistant Principal Curriculum	08/20/07	06/05/08	District-wide Literacy Plan	0

Research-Based Programs

6th Grade: Glencoe Florida Science - Grade Six
 7th Grade: Glencoe Florida Science - Grade Seven
 8th Grade: Glencoe Florida Science - Grade Eight

Biology - Honors: Prentice Hall - Biology (Exploring Life)
 Earth/Space - Honors: Glencoe - Earth Science

Professional Development

All instructional staff has received training in the Student Performance Indicator Application on the Web and assessment data.

Science teachers will register for open training sessions that include information about successful research based Science instruction.

Science teachers will also attend District workshops as they become available.

Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Science. Site authored tests will be administered quarterly evaluating progress towards this objective.

Parental Involvement Goal

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

Florida Education Priorities

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

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

Parental Involvement Statement

Parent Participation will determine achievement of receiving the 2007-2008 Golden School Award.

Needs Assessment

Parent involvement and attendance at school-wide events such as assemblies, parent orientations, and Open House activities during the 2006-2007 school year were very successful with an overall attendance rate of over 75 percent of a guardian or parent attending the events. Data indicates that 25 percent of the parents are not attending.

Measurable Objective

Given collaboration within the Glades community, volunteer stakeholders will actively participate in programs and activities to enhance student achievement and maximize community involvement as documented by the 2007-2008 Volunteer Hour Log Book achieving a total of 3,000 volunteer hours for the 2007-2008 academic year and the acquisition of the Miami-Dade County Public Schools 2007-2008 Golden School Award.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an in-school resource center in student services for parents.	Assistant Principal of Student Services, Guidance Chairperson along with the Student Services Department.	08/16/07	06/06/08	Improve Public Perception	0
Create a designated area on the school web site to display student work.	Assistant Principal for Technology and Web page manager.	09/14/07	06/05/08	Diversity & Educational Equity	0
Continue the implementation of advertising the EESAC and PTSA general meetings on the school's marquee and also use Connect-Ed.	Assistant Principal for Curriculum and Student Services.	08/16/07	06/05/08	Exchange Meaningful Information	0
Continue to implement monthly evening workshops to help families develop parenting skills necessary to provide for their children.	Activities Director, TRUST Counselor and Counselors.	09/04/07	05/30/08	Parental Choice Options	0
Establish and maintain positive parent communications by implementing connect-ed effectively, along with flyers and the school marquee as a form of school-to-home communications about school programs and children's progress.	Assistant Principal for Curriculum and Activities Director, TRUST Counselor and grade level Counselors.	08/16/07	06/05/08	Exchange Meaningful Information	0

Research-Based Programs

National and State level Parent Teacher Student Association.

Professional Development

A staff training/orientation must be conducted in which a minimum of 90 percent of the staff must participate; a school-site volunteer liaison must be designated; the total number of hours in volunteer service must equal twice the number of students (FTE count) enrolled at the school.

Evaluation

This objective will be evaluated by the number of volunteer hours documented on the 2007-2008 Volunteer Hour Log Book.

Discipline & Safety Goal

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

Florida Education Priorities

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Discipline & Safety Statement

We will continue to positively impact student achievement by maintaining alternatives to suspension through out the school year.

Needs Assessment

Data on the Referral Action Report showed that student suspensions were reduced by 25% in 2005-2006 as compared to 2004-2005. They were reduced by an additional 60% in 2006-2007 as compared to 2005-2006.

As data indicates that as the number of students' outdoor suspensions decrease academic achievement increases.

Measurable Objective

Student outdoor suspensions have been consistently reduced over the last three years from a high in 2004-2005, to a 25% reduction 2005-2006 and an additional 60% reduction 2006-2007. Given the effect of student attendance on student achievement, the number of outdoor suspensions from school during the 2007-2008 year will continue to be maintained at or below the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule Teacher Parent Conferences in a timely and regular basis.	Grade Level Counselors and Team Leaders.	08/20/07	06/06/08	Exchange Meaningful Information	0
Implement workshops and make literature available for parents of the targeted student population in order to facilitate appropriate intervention strategies at school and home.	Assistant Principal for Discipline and Student Services, TRUST Counselor and grade level Counselors.	08/20/07	05/30/08	Improve Public Perception	0
Continue to implement Saturday School assignments as a replacement for both indoor and some outdoor suspensions.	Assistant Principal for Discipline and Saturday School Discipline Teacher.	08/20/07	05/30/08	Secondary School Reform	0
Identify students in need of intervention and refer to the TRUST Counselor.	Discipline Committee and TRUST Counselor.	08/20/07	06/05/08	Education Innovation	0
Form a discipline committee comprised of assistant principals, teachers, SCSI teacher, security personnel, peer counselors, and counselors. This committee will address the problem of class trancies, and inappropriate behavior, which in turn will provide students with the opportunity to learn and acquire the fundamental skills and discipline to be successful in the workplace.	Assistant Principal for Discipline and Discipline Committee.	08/16/07	06/05/08	Business Process Redesign	0

Research-Based Programs

PROUD, Character Education and Anti-Bullying.

Professional Development

In-service training for teachers will focus on improving skills/technologies regarding the areas of: record keeping and attendance procedures, motivational rewards, classroom management, and how to help students succeed.

Evaluation

This objective will be evaluated by the 2007-2008 school year SCMS Report and COGNOS data.

Technology Goal

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

Florida Education Priorities

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Technology Statement

Inform parents of their student's academic success and facilitate teacher communication with the use of the Parent Internet Viewer and Connect-Ed.

Needs Assessment

The technology committee assessed a need to have a computer lab accessible for all staff members to access with their class.

Measurable Objective

Given the increased use of technology, 100% of the parents/guardians will have access to the Parent Internet Viewer by the third nine weeks grading period, as documented by 2007 Information Technology Service (ITS) reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement teacher training for new teachers in electronic grade book.	Assistant Principal for Technology and Technology Committee.	08/16/07	08/24/07	Education Innovation	0
Continue the implementation of staff development in technology with the use of electronic grade book and SPI.	Assistant Principal for Technology and Technology Committee.	08/16/07	05/02/08	Continuous Improvement Model	0
Designate a staff member to monitor and update the school web page with calendars and school wide information.	Assistant Principal for Technology, Activities Director and Designated Web manager.	07/01/07	06/30/08	Improve Public Perception	0
Utilize the new computer lab as part of the teacher's classroom instruction.	Assistant Principal for Technology, Activities and Teachers across the curriculum.	09/07/07	05/30/08	Business Process Redesign	0
Train teachers in the availability of the school's technology equipment and have equipment such as LCD projectors and laptops available for teacher checkout from the media center.	Assistant Principal for Technology, Technology Committee and Media Specialist.	08/16/07	05/30/08	Business Process Redesign	0

Research-Based Programs

Excelsior Electronic Gradebook

Professional Development

New teachers will be trained in-house before school on the use of Excelsior electronic grade book. In addition to this, teachers will receive professional development during designated early release and teacher planning dates for training/re-training on the use of Intranet based Student Performance Indicators (SPI), and Excel based SPI.

Evaluation

This objective will be evaluated by 2007 ITS reports indicating that the Parent Internet Viewer is operational and parent call logs from Connect-Ed.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Provide students enrolled in Physical Education with the opportunity to participate and attain their optimal level of fitness through the participation of the FITNESSGRAM program. This program develops health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles.

Needs Assessment

Results of the 2006-2007 FITNESSGRAM award recipients indicate that 76 percent of the sixth through eighth grade students enrolled in Physical Education classes received FITNESSGRAM awards. Data indicates that 24 percent of the students needed improvement in their physical activities. In order to establish a baseline and monitor the students progress, students will be administered a pre and post test.

Measurable Objective

Given instruction using the Sunshine State Standards, 78 percent of the sixth through eighth grade students enrolled in Physical Education will receive the FITNESSGRAM award in 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a pre-test to determine baseline measures utilizing the FITNESSGRAM Program.	Physical Education Teachers.	08/20/07	09/28/07	Healthcare & Healthy Choices	0
Introduce and review the six components of the FITNESSGRAM Program.	Assistant Principal for Athletics and Physical Education.	08/20/07	09/28/07	Healthcare & Healthy Choices	0
Monitor the physical education program through lesson plans to ensure that teachers select activities specifically related to assessment component items, which enhance specificity of training.	Assistant Principal and Physical Education Teachers.	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

FITNESSGRAM for Physical Education.

Professional Development

Physical Education teachers will attend annual District training on the FITNESSGRAM program.

Evaluation

This objective will be evaluated by the percent of students in grade sixth through eighth enrolled in physical education classes in 2007-2008 receiving the FITNESSGRAM award.

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
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Electives & Special Areas Statement

Provide students with an opportunity to cultivate and explore diverse interests by enrolling in elective classes.

Needs Assessment

It was assessed that living in a diverse multicultural community creates a need for students to learn activities that stress classic cultural sensitivity to the arts and languages.

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students enrolled in performance, fine arts and vocational electives classes will increase by 2% in the 2007-2008 school year, as compared to the 960 students enrolled in these elective classes in the 2006-2007 school year as documented by the master schedule.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote elective classes on the activities calendar.	Assistant Principal for Curriculum and Elective Teachers.	08/20/07	05/30/08	Continuous Improvement Model	0
Continue to promote elective classes via articulation.	Assistant Principal for Curriculum and Elective Teachers.	12/17/07	02/22/08	Diversity & Educational Equity	0
Expose students to elective classes through the school's Open House and Resource Fair.	Assistant Principal for Curriculum and Elective Teachers.	09/10/2007	09/2007	Improve Public Perception	0
Continue the implementation of the Spanish, French, Band, Music and Art Clubs.	Assistant Principal for Curriculum and Elective Teachers.	08/20/07	05/30/08	Diversity & Educational Equity	0

Research-Based Programs

Family and Consumer Science:
Take Charge of you Life, Building Life Skills, Adventures in Food and Nutrition.

Orchestra:
String Builder

Chorus:
Danhauser

Guitar:
Carcassi

Band:
Mel Bay Method

Art:
Glencoe Exploring Art, Glencoe Introducing Art, Glencoe Understanding Art

Professional Development

Fine arts, performing arts, family and consumer sciences teachers will attend workshops as the district makes them available.

Evaluation

This objective will be evaluated by a two percent increase of students enrolled in fine arts, performing arts or culinary arts 2007-2008.

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

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

Return On Investment Statement

Glades Middle School's Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Glades Middle School ranked at the 88th percentile on the State of Florida Return on Investment index.

Measurable Objective

Glades Middle School will improve its ranking on the State of Florida ROI publication from 2005 by at least 1 percentage point in the upcoming publication.

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.	08/09/07	06/13/08	Secondary School Reform	0
Collaborate with the district on resources allocation.	Principal and Assistant Principals.	08/09/07	06/13/08	Business Process Redesign	0
Continue the implementation of the Plato Credit Recovery program.	Principal and Assistant Principals.	08/20/07	06/05/08	Education Innovation	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Assistant Principals.	08/09/07	06/13/08	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal and Assistant Principals and Activities Director.	08/09/07	06/13/08	Business Process Redesign	0
Implement the use of a Data Study Team to monitor student achievement on a monthly basis.	Principal, Assistant Principal for Curriculum and Department Chairs and Teachers.	08/16/07	06/06/08	Secondary School Reform	0

Research-Based Programs

Provide intensive reading instruction to students scoring Level 1 on the 2007 FCAT Reading Test. Students scoring at or below the 50th percentile on the 2007 Norm Referenced Test (NRT) in Reading will also be included in a guided tutorial class for students scoring Level 1 and 2 on the FCAT and for students below the 60th percentile on the 2007 NRT in Reading.

Continue to provide parent workshops at alternate times to accommodate working parents, continue providing parents with FCAT related resources and handouts such as task cards and ways to help students, and Implementation of the Read 180 Program for students in Intensive Reading Plus. Use of the electronic grade book for parent viewing of their child's academic progress and use of Connect-Ed to inform parents of all upcoming academic activities such as Open House, Articulation Night, ELL Parent Night and Curriculum Night.

Professional Development

Administrators will attend budget conferences, budget workshops and administrators meetings as they are called.

Evaluation

On the next State of Florida Return On Investment index publication, Glades Middle School will show progress toward reaching the 90 percentile by increasing by at least 1 percentage point.

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:

The principal continues to regularly share budget reports with the EESAC and entire staff.

Training:

The EESAC continues to consider the needs of staff development and incorporates the concept into the School Improvement Plan.

Instructional Materials:

The EESAC developed a mini-grant and continues to implement it, whereby various departments accessed EESAC monies to purchase materials and supplies that would support improved student achievement in deficiency areas as evidenced by the results of the 2007 FCAT exam. It will also support the continued effort to increase the number of Accelerated Reader (AR) tests in the media center.

Technology:

The EESAC recognizes the efforts made by Glades Middle School. All classrooms are wired for the internet; there are four full computer labs of which one is open for all classrooms to use by sign-up and a second is open for use in the Media Center. The technology needs of the school are reviewed and are included in the School Improvement Plan.

Staffing:

The EESAC considered the staff's needs and included them in the School Improvement Plan.

Student Support Services:

The EESAC considered student support services and included them in the School Improvement Plan.

Other Matters of Resource Allocation:

The EESAC considered its additional resources and included them in the School Improvement Plan; in objective five of Parental Involvement, focusing on its strong volunteer base.

Benchmarking:

The EESAC is engaged in the following benchmarking activities as they related to the School Improvement Plan. The development and implementation of the Mini-Grant Proposal and the selection of the goals and objectives related to the School Improvement Plan.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC considered the school's safety and discipline and included them in the School Improvement Plan.

Budget Summary

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



School Improvement Plan 2007-2008



Date of Review: _____

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent