SCHOOL IMPROVEMENT PLAN
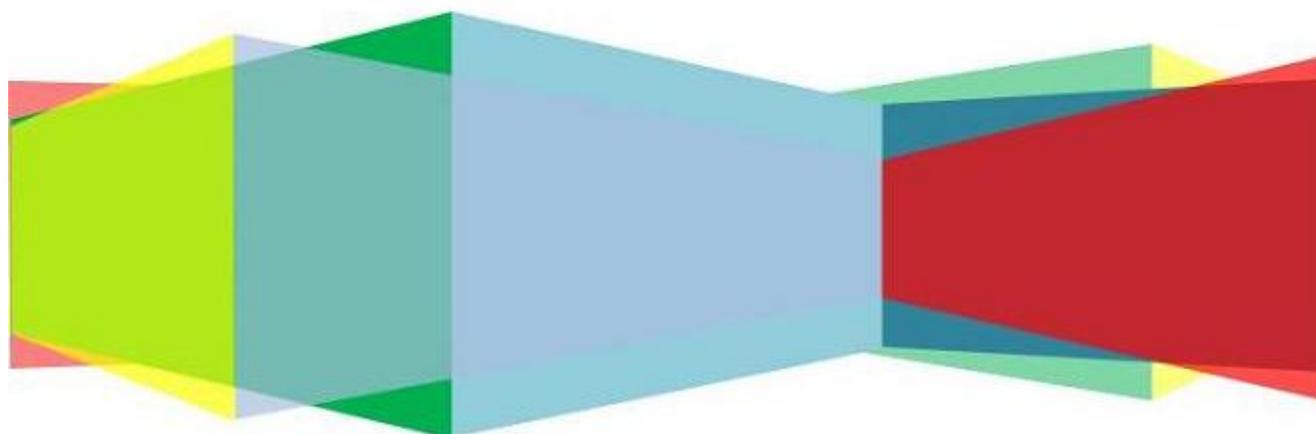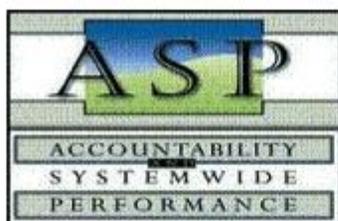## 2007 - 2008

Miami Edison Middle School (6481)

Feeder Pattern - Miami Edison Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Richelle T. Lumpkin

Superintendent - Rudolph F. Crew, Ed.D.

ASP
ACCOUNTABILITY AND SYSTEMWIDE PERFORMANCE

SCHOOL Quality IMPROVEMENT

EXECUTIVE SUMMARY

Miami Edison Middle School is located in the inner city of Miami-Dade County, just east of Interstate 95, in an area called "Little Haiti"; the building was placed on the National Registry by the United States Department of Interior as a historical landmark on June 5, 1986. The immediate neighborhood is comprised of small shops and family operated restaurants. Our student population of grades six through eight is approximately 600, of which 83 percent are of Haitian descent, 15 percent African-American and two percent from other. Although at least 75 percent of the Haitian students are American-born, more than half of the students enter school as non-English speakers. Many of the parents have little formal education. Ninety-six percent of our students qualify for free or reduced priced meals. Our school and neighborhood have a mobility rate of nearly 50 percent and the attendance rate is 92.74 percent. In addition, parental involvement is sporadic. Parents only attend meetings that pertain to their child. As the newly arrived immigrants in the community gain better economic stability, they often move out of the area.

In order to meet the needs of our students, we use a variety of assessments and program evaluation data to design effective strategies and activities that assist our students in the mastery of reading, writing, mathematics and science. Striving toward achievement of these goals will enable our students to be successful in education and the workplace, as well as increase their potential for maximum fulfillment as adults.

> Given instruction based on the Sunshine State Standards (SSS), students in grades 6-8 will improve reading comprehension skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

> Given instruction based on the Sunshine State Standards (SSS), at least 58 percent of the students in the lowest quartile must demonstrate learning gains in the area of Reading as evidenced on the 2008 FCAT Reading Assessment.

> Given instruction based on the Sunshine State Standards (SSS), Black students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

> Given instruction based on the Sunshine State Standards (SSS), Hispanic students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

> Given instruction based on the Sunshine State Standards (SSS), White students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

> Given instruction based on the Sunshine State Standards (SSS), free and reduced lunch students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

> Given instruction based on the Sunshine State Standards (SSS), Limited English Proficient students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

> Given instruction based on the Sunshine State Standards (SSS), Student with Disabilities students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, the percentage of students tested scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of free or reduced lunch students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students with Disabilities scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of White students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), at least 51 percent of the students in the lowest quartile must demonstrate learning gains in the area of Mathematics as evidenced on the 2008 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards (SSS), students in grade eight will improve writing skills as evidenced by 78 percent of the students scoring 3.5 and above on the 2008 FCAT Writing Test.

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their science skills as evidenced by 29 percent reaching the state required mastery level as documented by scores of the 2008 FCAT Science Test.

Increase the overall percentage of parental involvement by five percentage points from 45 percent in 2007-2008 to 50 percent in the 2007-2008 school year documented by parent sign-in logs

Given the need to reduce the number of suspensions, the rate of suspensions will decrease by three percent as measured by the annual suspension report during the 2007-2008 school year as indicated in the School Site Incentive Scorecard

Given an emphasis on the integration of technology in all content areas, students and staff will increase the use of technology by 10 percent.

Students will demonstrate an increase compared to the previous year measurement of the FITNESSGRAM test.

Given the need to increase availability of elective courses the amount of courses offerings will increase by five percent as compared to the 2005-2006 school year.

Miami Edison Middle School will improve its ranking on the State of Florida Return On Investment index publication from the 46th percentile in 2005 to the 48th percentile on the next publication of the index.

For the 2006-2007 academic year, Miami Edison Middle School will target Strategic Planning and Process Management.

By addressing these two concepts we will provide the means to achieve maximum proficiency for our entire community of learners. Our professional educators will work together to ensure success for all students. Miami Edison Middle School has Collaborative Leadership in place. Stakeholders will be actively involved in the decision making process. As such, team leaders, department chairpersons, EESAC and PTSA will work together to develop, engage and monitor the areas above listed.

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.

6481 - MIAMI EDISON MIDDLE SCHOOL

VISION

The vision of Miami Edison Middle School is to provide instruction that focuses on literacy, structured thinking skills, and technologically enriched learning experiences.

The mission of Miami Edison Middle School and its community is to provide a safe and nurturing learning environment that provides quality educational experiences for all students. We utilize a variety of assessment and program evaluation data to design effective strategies and activities that assist our students in improving their mastery of reading, writing, mathematics, science, and academic excellence in all disciplines. The staff of Miami Edison Middle School is seeking to establish a culture wherein staff and parents work together to support, nurture, and acknowledge our children in their accomplishments. We accept these responsibilities and are confident that these strategies will assist us in helping our students achieve higher levels of academic performance.

MISSION

The mission of Miami Edison Middle School and its community is to provide a safe and nurturing learning environment that provides quality educational experiences for all students. We utilize a variety of assessment and program evaluation data to design effective strategies and activities that assist our students in improving their mastery of reading, writing, mathematics, science, and academic excellence in all disciplines. The staff of Miami Edison Middle School is seeking to establish a culture wherein staff and parents work together to support, nurture, and acknowledge our children in their accomplishments. We accept these responsibilities and are confident that these strategies will assist us in helping our students achieve higher levels of academic performance.

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 educational
success for all of our students and recognize that
our obligations go beyond our professional
responsibilities to promote democratic principles.

School Demograhics

Miami Edison Middle School is located in the "newly revitalized" area of Miami-Dade County known as "Little Haiti". In June of 1986, the school's building was placed on the National Registry by the United States Department of Interior as a historical landmark. The student population/enrollment consists of students in grade(s) 6 - 8 approximating total student enrollment at 503, of which 93 percent is African-American and 85 percent is of Haitian descent, 6 percent Hispanic and one percent classified as Other. The faculty and staff are comprised of approximately 120 full and part-time employees; Fifteen percent White, 65 percent Black, 18 percent Hispanic, and two percent Asian/American Indian. Twenty-two percent of the teachers at Miami Edison Middle School have earned Master degrees, 7 percent Specialist degrees, and 1 percent has earned Doctoral degrees.

There are five unique interdisciplinary teams. The teachers on each team share the same group of students as well as common team planning period/time.

Miami Edison Middle School is comprised of approximately 117 full and part time employees. There are 15 percent White, non-Hispanic, 63 percent Black, 18 percent Hispanic, and 3 percent Asian/American Indian.

New teachers have been paired with a mentor teacher to support and assist them through the learning process of a first year teacher. There are approximately 10 members participating in the Professional Growth Team (PGT). Along with the ten members is an assistant principal overseeing the process. The ten teachers include professional educators from all subject areas. The intensive training provided to the team included assistance in mentoring new teachers as well as veteran teachers in delivery of instruction and classroom management, opportunities for teachers to observe and analyze lessons, students' and teachers' performance and share best practices for student achievement.

The PGT works in correlation with PACES to provide support to the annual contract teacher or others in need of professional growth. In addition, one to one mentorship is provided by a member of the professional growth team as well as by the team leaders. The team of teachers meets three times a week before school for twenty minutes. Common team planning promotes collaboration and dialogue among the teachers.

Miami Edison Middle School, a Title I site, provides educational services to students in grades six through eight. Instruction is offered through a standard curriculum utilizing a modified block schedule. The curriculum, enhanced technology, student teacher progression, teaming, inclusion process, and ongoing professional development activities are all combined to meet the challenging performance standards outlined by the Sunshine State Standards, and the No Child Left Behind Public Law 107-110. Approximately 18 percent of the students enrolled are in the Exceptional Student Education Program (ESE). The ESE programs include instruction for the students who are Educable Mentally Handicapped (EMH); Severely Emotionally Disturbed (SED); Physically Impaired (PI); Speech Impaired (SI); Trainable Mentally Handicapped (TMH), Profoundly Mentally Handicapped (PMH); Varying Exceptionalities (VE); and Gifted. All students in the ESE program, except for the TMH, PMH and some PI and EMH participate in the inclusion model for their core subject instruction.

A school wide emphasis is placed on improving reading and mathematics skills through the use of computerized programs such as Riverdeep, Reading Plus,FCAT Explorer, and READ 180. Teachers meet weekly to analyze results of the Writing Across the Curriculum activities, and determine areas of concern that need to be addressed. The school implements the Comprehensive Reading Plan, CRISS Strategies, and reciprocal teaching. These strategies are ongoing in all classes.

School Foundation

Leadership:

Miami Edison Middle School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups, including the Educational Excellence School Advisory Council. Professional and personal growth opportunities are encouraged for staff in order for them to make informed decisions. Miami Edison Middle School encourages new and innovative ideas as evidenced by the implementation of our school reform. The school Leadership Team, which is spearheading the process of curriculum reform, provides ongoing communication with all stakeholders to ensure that educational programs meet the specific needs of our students. Our students are provided with access to a mentoring system that addresses academic deficiencies, enhancement as well as behavioral issues. Miami Edison Middle School seeks to provide a variety of quality educational experiences for its students and provides all stakeholders with multiple opportunities for input.

According to the Organizational Performance Improvement Survey, the overall results demonstrated the following information:
Management, Analysis, and Knowledge Management 4.1
Leadership   4.0
Customer and Market Focus   4.0
Human Resource Focus   4.0
Business Results   3.9
Strategic Planning   3.8
Process Management   3.8

Our lowest area in the survey were Strategic Planning and Process Management. In order to target these areas, the administrative team is working with the five interdisciplinary teams to review the data from the 2006 FCAT as well as the tri-weekly tests administered in each content area.

In these conferences, the team(s)of teachers review the data and plan a corrective action that will be implemented immediately. The grade level administrator along side the teachers work together to ensure gains in the next tri-weekly exam.

Miami Edison Middle School believes in the teaming concept. Student-teacher-progression (STP) provides for a cohesive, structured program. In addition, collaborative planning time is an ongoing process at our school for all five teams. The professional planning period affords teachers an opportunity to network and share two or three times per week (100 minutes blocks with alternating A/B days, periods 1, 3, 5 or 2, 4, 6). These teams will be looped for three years. Thus, team leaders and counselors work together to monitor students throughout the years. Students who are struggling in the advanced classes are addressed through student/parent/counselor conferences. The team convenes during their common planning period to assist in student achievement.

District Strategic Planning Alignment:

At Miami Edison Middle School, we align the district goals as follows:

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.
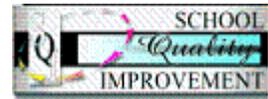
Reform business practices to ensure efficiency, effectiveness and high ethical standards.

Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.

Stakeholder Engagement:

Miami Edison Middle School is committed to promoting shared responsibility between the parents and the educators to achieve high student performance. Through Title I funds, the Community Involvement Specialists (CIS) serves as a bridge between the home and the school. Parents are encouraged to visit the school and to participate in the school's volunteer program. They are also invited to become active members of the Parent Teacher Student Association (PTSA) and the Educational Excellence School Advisory Council (EESAC) where they take on a more proactive role towards working collaboratively with the school. We have also added a Parent Resource Center that is available to provide parental workshops in the students' home language, and is coordinated by the CIS.

The Parent Resource Center (PRC) located in the Student Services building directly across from the attendance office serves as a clearinghouse for information, minutes, and historical data in reference to the PTSA, EESAC, and the School Accountability Board. The PRC is overseen by the Title I funded Community Involvement Specialist (CIS) who conducts monthly parent workshops. The PRC has information available detailing how parents can become involved in their child's education. A needs assessment is conducted at the beginning of the academic year to determine the needs of both students and parents. All services provided are based on the results of the needs assessment and best practices research.

Members of the community are utilized to provide some of the services that may be required. Staff from the Office of Parental Involvement, the Office of Community Services, and The Parent Academy collaborates with the school and community to provide classes and support to meet the diverse needs of the school community. The District PTA/PTSA provides additional support and training for the school's local PTA/PTSA.

Periodic messages are transmitted via telephone using the Connect-Ed system. Teachers, counselors, school social workers, administrators and the CIS often conference with parents in person and by phone to discuss student progress. If needed, home visits often occur. Miami Edison Middle School provides timely information to parents regarding student progress by notifying parents via Connect-Ed whenever a student is absent from a school. Parents are also invited to Progress Monitoring Plan (PMP) meetings whenever their child does not meet academic standards. In addition to report cards and quarterly progress reports, parents receive the results of interim assessments. Written and telephone communications are provided in English, Spanish and Creole. If a language other than Spanish or Creole is spoken, the district provides support from a multi-lingual team. In addition, staff members are available on campus to conduct conferences in the parents' preferred language and to offer translation, as needed. Finally, for parents who prefer technology as a means of communication, the school maintains a website and all staff members are available via email.

Faculty & Staff:

Miami Edison Middle School is comprised of approximately 117 full and part time employees. There are 15 percent White, non-Hispanic, 63 percent Black, 18 percent Hispanic, and 3 percent Asian/American Indian.

Twenty-two percent of our teachers at Miami Edison Middle School have earned a Master's degree, 9 percent with a Specialist degree and 2 percent who have earned a Doctorate degree. Approximately 13 percent of the instructional staff are beginning teachers. The pupil/teacher ratio is 20:1. The instructional staff years of teaching in Florida are 11 years. The overall average attendance for staff is 95 percent.

Miami Edison Middle School faces annual difficulty in maintaining certified teachers. Many teachers want to reduce their commute time to work, and as a result transfer to schools closer to their homes. Critical shortage area teachers are difficult to recruit district wide and present an even greater concern for inner city schools such as ours. Instructional delivery improvement is an important focus of staff development at our school. Many staff members have incorporated new methods for instructing our students, but as always, there remains opportunity for continued improvement. Our students require a great deal of teacher-student interaction, and some staff members have not fully adapted their teaching style to meet this need.

New teachers have been paired with a mentor teacher to support and assist them through the learning process of a first year teacher. There are approximately 10 members participating in the Professional Growth Team (PGT). Along with the ten members is an assistant principal overseeing the process. The ten teachers include professional educators from all subject areas. The intensive training provided to the team included assistance in mentoring new teachers as well as veteran teachers in delivery of instruction and classroom management, opportunities for teachers to observe and analyze lessons, students' and teachers' performance and share best practices for student achievement.

The PGT works in correlation with PACES to provide support to the annual contract teacher or others in need of professional growth. In addition, one to one mentorship is provided by a member of the professional growth team as well as by the team leaders. The team of teachers meets three times a week before school for twenty minutes. Common team planning promotes collaboration and dialogue among the teachers.

Data/Information/Knowledge Management:

Data collected from the Spring 2007 FCAT administration along with data collected from the on-going School Improvement Zone and District Assessments, Oral Reading Fluency (ORF), Diagnostic Assessment of Reading (DAR), and the Interim Assessments will be disseminated to the entire faculty and staff for review. Additionally, the baseline data from the Spring 2007 FCAT administration was used to schedule students who are Level 1 and 2 in reading and/or mathematics into an intensive reading and/or mathematics course. Students scoring in the lowest 25th percentile were placed into a daily Academic Improvement Literacy Block. Furthermore, students in the bottom quartile, as well as students who are on the cusp of moving from Level 1 to 2 or Level 2 to 3, have been identified for, reading, mathematics, science and/or writing pull out tutorials that will provide students with remediation on the Sunshine State Standards and tested benchmarks.

The baseline data from the Spring 2007 FCAT administration was used to develop an initial Instructional Focus Calendar and Subject Area Curriculum Maps. Data from tri-weekly, ORF, DAR, and the District Interim Assessments in Reading, Mathematics, Writing and Science will be analyzed and classroom instruction will be revised according to the disaggregated data. Instructional delivery will focus on re-teaching, maintenance and enrichment as evident on the tri-weekly and monthly assessment results. Priority will be given to the strands in the various tested clusters which yield glaring deficiencies and classroom instruction will be revised according to the data.

The school's Administrative Team (Principal and 2 Assistant Principals) will conduct Data Chats with individual teachers following the bi-weekly assessments and District Interim Assessments to discuss areas of growth and opportunities for improvement for both teacher and students. Teachers will conduct Data Chats with students following tri-weekly and Interim Assessments to inform students of their performance on tested benchmarks.

Instructional Timeline

The Instructional Focus Calendars will be revised based on assessment results. The revised calendar will be disseminated to all teachers in all disciplines to reinforce the skills being taught in Language Arts, Mathematics, and Science. Benchmarks with substantial deficiencies in student performance will be given extensive attention with focus on the development and ongoing revision of the subject area pacing guides. Teachers will be required to post the daily instructional focus in all classrooms.

Instructional Focus/Assessment

Tri-weekly assessments, ORF, DAR, District Interim and teacher created assessments will be administered in order to monitor student performance on identified benchmarks.

Tutorials

Assessment results will be used to provide in-class tutorials by re-teaching deficient benchmarks through small group instruction. Additionally, the After School and Saturday School Tutorial curriculum will be aligned with the School-wide Instructional Focus. Before and after school tutorials will be available for all students. In-school pull-out sessions will be implemented in reading, mathematics, science and writing. Students who have met mastery (on grade level) will participate in enrichment activities during the school day, as well as during tutorial time.

Enrichment

Teachers will analyze the data, and group students according to levels of proficiency while providing enrichment.

Maintenance

Teachers will check for retention of skills by continuing to scaffold during planning and instructional delivery. All assessments will include previously assessed benchmarks in an effort to ensure that students are retaining skills.

Monitoring

The Administrative team, Reading, Mathematics and Science Coaches will monitor the delivery of the instructional focus through frequent classroom visits and observations. The Administrative Team and Academic Coaches will conduct Data Chats with teachers after tri-weekly, ORF, DAR, and District Interim assessment in order to identify student areas of strengths, as well as opportunities for improvement on selected benchmarks and to assist the teachers with a plan of action to increase student achievement. Administrators, coaches and teachers will maintain data notebooks to chart teacher and student progress. Tri-weekly assessment data will be disaggregated and monitored for mastery of skills; the Instructional Focus and Curriculum Maps will be revised accordingly. Teachers will meet collaboratively to conduct an in depth review of assessment data in an effort to monitor student progress. Data for individual teachers by class period will be continuously analyzed to monitor teacher effectiveness for delivering instruction of tested benchmarks.

Implementation of the CIM will enable the school's leadership team and instructional personnel to effectively disaggregate data from the District Interim Assessments, tri-weekly assessments, ORF, DAR and various in-school assessments. The results of these analyses will enable the school's leaders to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.

Education Design:

All the teachers of Miami Edison Middle School have been authorized to view the Student Performance Indicators (SPI). Additional training and refresher pointers will be utilized throughout the year on the importance of using this data to determine the instructional needs as well as the teaching-delivery process in the classroom.

The Continuous Improvement Model (CIM) will continue at Miami Edison Middle School. It is a data-driven, results oriented school reform effort that successfully integrates effective school research. The school will participate in tri-monthly assessments using Edusoft. The results will be reviewed with each team and then reviewed with students. These results will be a part of re-teaching concepts missed and will provide direction for enhancements of concepts mastered.

Miami Edison Middle School will work more closely with local universities to serve as a training site for college students to complete field experience and internship. Even though we have a majority of the staff CRISS trained, teachers are not adequately transferring the new information into classroom practices. Greater emphasis must be placed on monitoring the effective implementation of the CRISS strategies. It is intended that CRISS strategies be used daily.

Performance Results:

During the 2006-2007 school year, Miami Edison Middle School will continue to lower the suspension rate and incident reporting. The goal of Miami Edison Middle School is to increase attendance by two percent. Our current average percentage rate is 92.74. We believe that students must be in school in order to make academic achievement.

Schools Graded 'C' or Below

Professional Development:

Prior to the beginning of the school year, five days are allocated for professional development. Using the School Improvement Zone structure, professional development will be provided to teachers and appropriate staff implementing the Eight-Step Continuous Improvement Model. Trainings will include intervention programs, assessments used at the middle school level, Creating Independence through Student-owned Strategies (CRISS), and Reciprocal Teaching. The model is based on Best Practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups, and supports data-driven decision making and differentiated instruction. Teachers assigned to Miami Edison Middle School are also required to take an additional 56 credit hours outside of the school day. Modeling, coaching and support is provided to new teachers and veteran teachers by the principal and assistant principals, as well as the two reading coaches. Teachers will be offered site based professional development that provides explicit instruction on how to analyze, and interpret assessment data. It will demonstrate how to group students in order to differentiate instruction. It will present guidelines on how to implement instructional methodologies within small group instruction to facilitate this process

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.) :

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

Different Innovative Approaches to Instruction
See Reading and Math SIP Goals

Responsibility of Teaching Reading of Every Teacher
Reading Strategies; Mathematics Strategies
Schools Graded C or Below – Alternative Instructional Delivery Methods Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders
See Professional Development

Small Learning Communities (SLC)
See Professional Development

Intensive Intervention in Reading and Mathematics
•Reading Strategies
•Mathematics Strategies

Course Choice Based on Student Goals / Interests / Talent

School Profile Demographics
•Comprehensive K-12 Research Based Reading Plan – Extended Learning Opportunities

Master Schedules Based on Student Needs
Reading Objectives
Mathematics Objectives
School Wide Improvement Model
School Profile

Parental Access and Support
Goal : Parental Involvement

Applied and Integrated Courses
•School Profile Demographics
•Comprehensive K-12 Research Based Reading Plan – Extended Learning Opportunities

Academic and Career Planning
•School Profile Demographics

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
✔	✔	✔	✔	☐	✔

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.
✔	✔	✔	☐	✔

Reading Statement

Given instruction using the Sunshine State Standards (SSS), an increase in reading performance of all students will be achieved in the 2008 FCAT reading compared to 2007.

Needs Assessment

Data attained from the Florida Department of Education's Adequate Yearly Progress Report and the School Performance Accountability Results (SPAR) indicates that Miami Edison Middle School has not made adequate yearly progress. According to the 2007 FCAT Reading data, only 26 percent of students are reading at or above grade level. With regard to the subgroups, 26 percent of Black students, 26 percent of Economically Disadvantaged students, 9 percent of Limited English Proficiency students and 16 percent of Students with Disabilities are reading on grade level. Regarding the grade levels, 28 percent of sixth grade students are reading on grade level; 27 percent in seventh grade and 18 percent of eighth graders. At the current level of performance the school is faced with the challenge of increasing the percentage of students achieving high standards in reading.

The data further indicates that the lowest cluster in sixth grade is reference/research with students scoring at a 43 percent level. The lowest cluster in the seventh grade is reference/research and words/phrases with students scoring at a 43 percent; and the lowest cluster in eighth grade is reference/research with students scoring at 38 percent. Analysis of data indicates, there is a need to target students in grades six through eight scoring at FCAT achievement level 1 and 2 as well on-going intensive instruction for the NCLB subgroups, focusing on the Sunshine State Standards (SSS) and FCAT Reading Benchmarks.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☑	☑	☐	☐	☑	☑	☑

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grades 6-8 will improve reading comprehension skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), at least 58 percent of the students in the lowest quartile must demonstrate learning gains in the area of Reading as evidenced on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Black students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Hispanic students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), White students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), free and reduced lunch students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Limited English Proficient students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards (SSS), Student with Disabilities students will improve reading skills as evidenced by 58 percent scoring at FCAT achievement level 3 and above on the 2008 FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a Transitional Academy for incoming six grade students in an effort to ease the transition from elementary school to middle school and to promote effective skills and knowledge needed for sixth graders to be successful in middle school.	Administration, reading coaches, curriculum support, counselors, and teachers	08/20/07	05/30/08	Other/ Not Applicable	
Offer a variety of instructional strategies that include differential, flexible and project-based instruction to meet the educational needs of all students.	Administration, Reading Coaches, Curriculum Support, Counselors, Teachers	08/20/07	05/30/08	Other/ Not Applicable	
Continue to meet district criteria by having counselors and administrators schedule students based on reading FCAT levels, providing for 150 minutes of literacy daily including Extended Day, and utilize coaches to create school-wide instructional lessons.	Administration and counselors	08/20/07	05/30/08	Other/ Not Applicable	
Provide an additional "dose" of literacy through mandatory reading classes and extended day/year AM/PM literacy, as well as "back-to-back" language arts and reading instructional classes taught by the same teacher for students enrolled in Intensive Reading classes.	Administration, Reading Coaches, Curriculum Support, Counselors, Teachers	08/20/07	05/30/08	Other/ Not Applicable	
Utilize the Read XL research-based intervention reading program to supplement text series and provide course specific assessments to increase students' 2008 FCAT achievement levels.	Administration, Reading Coaches, Curriculum support	08/20/07	05/30/08	Other/ Not Applicable	
Continue to implement the highly productive co-teaching inclusion model to increase the percentage of students with disabilities (SWD) being serviced in the "regular" setting as well as provide modifications for varied learners.	Administration, Reading Coaches, Counselors, Teachers	08/20/07	05/30/08	Other/ Not Applicable	
Utilize the updated versions of READ 180, Read XL, and River Deep computerized instructional program(s) to serve as additional instructional tools for students, specifically targeting FCAT achievement level 1 and 2 students, during reading and language arts classes, before and after-school.	Administration, Reading Coaches, Counselors, Teachers	08/20/07	05/30/08	Other/ Not Applicable	

Research-Based Programs

A high-quality reading program must include instructional materials that incorporate the five essential elements of reading instruction. The materials must be research-based and should address the specific reading deficiencies of students based on assessment results.
Supplemental reading programs (SRP)

Read XL (state-adopted) – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each Read XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction.

Miami Edison Middle Schoo will utilize the following for SRP for Intensive Reading Plus classes:
Read 180 – is a comprehensive reading intervention program for struggling readers in grades four through twelve. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills. Strengths of this program include: 1) research-based comprehension instructional techniques are used, 2) repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided, and 3) scaffolding is consistently provided throughout.

Classroom Libraries with Structured Monitoring – the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

Project CRISS – is based on the philosophy that comprehension and learning can be improved when students build on prior knowledge and are actively involved in the learning process through organizing information, discussing, and writing (Santa, 2004, p.1). Utilizing the CRISS philosophies and principles in reading classes as well as content area classes provides teachers and students with the opportunity to apply concepts taught and learned.

FCAT Explorer is a practice program developed to help students master the tested benchmarks.
Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.

Accelerated Reader Program is used to engage students in the reading process.
Students read books at their independent level and increase to more difficult texts as they progress through the program. Although students are initially reading to earn points for prizes, they eventually, with the teachers help, develop an intrinsic desire to read for information and enjoyment.

Leveled Classroom libraries will be available in classrooms in order for students to self select books of interest. Teachers will guide students in selecting books at the student's independent reading level.

Books on Tape are used in reading classes to provide students with opportunities to engage in the reading process by listening to recordings of books. While listening to the recordings, students will be able to follow the text being read and learn internalize the process of good reading.

Professional Development

Professional Educators at Miami Edison Middle School will attend varied district, region, state, and school workshops;

Continue to implement on-site staff development activities, in depth data analysis in small learning communities (teams) during 30 early release Wednesdays for approximately one hour beyond the regular work day for approximately 60 teachers and 8 paraprofessionals. The in depth data analysis and plan of actions would include the results of varied progress monitoring assessments (i.e. DAR, ORF, tri-weekly assessments, Interim Assessments, EDUSOFT) and team/grade level strategic plans.

Employ school site reading coaches and Curriculum Support Specialist from the School Improvement Zone to implement the coaching model, plan with teachers, model in the classrooms, offer professional development, and analyzing data, to support the core literacy program.

Attend staff development/workshops such as; CRISS strategies, development of Curriculum Mapping, implementation of Progress Monitoring Assessments, Continuous Improvement Model (CIM), Rigorous Reading Program, Initiatives for Secondary School Reform, and the implementation of technology and the school media center as a primary strategy for continued academic achievement providing stipends for participants and facilitators.

Evaluation

The strategies above will be monitored using data reports from the following assessments: ORF, DAR, SIZ monthly assessments, District Interim Assessments, and teacher created assessments. Additionally, reports from READ 180 and Reading Plus will be utilized for progress monitoring as well as reading coaches/curriculum logs.

Reading resource personnel coaching/curriculum log

Review and analyze data reports of progress monitoring assessments (through EDUSOFT),WSPI, Snapshot, and READ 180 computerized assistance instructional program(s) and assessment results from Oral Reading Fluency Probe (FORF), Diagnostic Assessments of Reading (DAR) and Interim Assessment (District Test).

Targeted subgroups data based on the 2007 FCAT Reading Assessment

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
☑	☑	☑	☑	☐	☑

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.
☑	☑	☑	☐	☑

Mathematics Statement

Given instruction using the Sunshine State Standards (SSS), an increase mathematics performance of all students will be achieved in the 2008 FCAT math compared to 2007.

Needs Assessment

The data attained from the 2007 Adequate Yearly Progress Report (AYP) indicates that Miami Edison Middle School did not make adequate yearly progress in Mathematics. In sixth grade, 12 percent of the students scored at or above FCAT achievement level 3; seventh graders scored 18 percent at or above FCAT achievement Level 3; and eighth graders scored 34 percent at or above FCAT achievement Level 3. School wide results indicate that 24 percent of the students tested in grades six through eight, scored at or above grade level.

Regarding the subgroups only 25 percent of Black students, 24 percent of Economically Disadvantaged students, 11 percent of English Language Learners and eight percent of Students with Disabilities scored proficient in mathematics.

An analysis of the cluster data revealed, sixth grade students scored lowest in the Measurement Strand at 22 percent; seventh grade also scored lowest in the Measurement Strand with a 22 percent; eighth grade scored lowest in the Data Analysis Strand with a 25 percent scoring proficient. To address the needs mathematics teachers would benefit from professional development in the areas of measurement and in data analysis.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☑	☑	☐	☐	☑	☑	☑

Measurable Objective

Given instruction using the Sunshine State Standards, the percentage of students tested scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Black students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Hispanic students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of free or reduced lunch students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of students with Disabilities scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of Limited English Proficient students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, the percentage of White students scoring at FCAT Achievement Level 3 or higher will increase to 62 percent or higher on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards (SSS), at least 51 percent of the students in the lowest quartile must demonstrate learning gains in the area of Mathematics as evidenced on the 2008 FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET

Research-Based Programs

Glencoe/McGraw Hill and Holt Mathematics Textbook
Cognitive Learning Tutor
FCAT Explorer
Riverdeep
Access 2 Learn

Professional Development

Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the middle school level as follows:

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development that will enable school-site administrators to support their school's mathematics plan.

Provide professional development in all the content clusters paying specific attention to the weakest areas, measurement and data analysis.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Mathematics Standards Quarterly Assessments. This data will be used to redirect classroom instruction and create flexible tutorials.

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
✔	✔	✔	✔	☐	✔

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.
✔	✔	✔	☐	✔

Writing Statement

Increase number of students in grade eight scoring at 4.0 and above.

Needs Assessment

Results of the 2006 FCAT Writing Test indicates that 69.78 percent of the students in grade eight are meeting state standards in the area of writing.

Based upon the analysis of data on the 2006 FCAT Writing Test, there is a need to target all students in grade eight and continue to provide on-going intensive instruction focusing on both Expository and Persuasive Writing, the FCAT Writing Rubric, and the format of the newly implemented FCAT Writing+.

Previous data indicates that students in grade eight demonstrated tremendous gains on the 2006 FCAT Writing Test. Specifically, data reflects that 69.78 percent scored at 3.5 and above on the 2006 FCAT Writing Test demonstrating an increase of 13.58 percentage points compared to the 56.20 percent on previous year's 2005 FCAT Writing Test.

In order to continue to meet state standards is the area of writing, at least 71.3 percent of students in grade eight must score at 3.5 and above on the 2007 FCAT Writing Test. The need to continue practice of the writing process, types of writing (i.e. models of expository and persuasive writing), and elements of writing (i.e. focus, support, organization, conventions)will continue to be implemented across the curriculum.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction based on the Sunshine State Standards (SSS), students in grade eight will improve writing skills as evidenced by 78 percent of the students scoring 3.5 and above on the 2008 FCAT Writing Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Administration, Reading Coaches, Teachers	8/20/07	05/30/08	Other/ Not Applicable	
Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts.	Administration, Reading Coaches, Teachers	8/27/07	05/30/08	District-wide Literacy Plan	
Use analyzed data from the District's Pretest expository/persuasive writing prompts data to establish differentiated instruction groups.	Administration, Reading Coaches, Teachers	08/27/07	05/30/08	District-wide Literacy Plan	
Incorporate writing throughout all content areas including strategies specific to each subgroup bi-weekly. Data is collected and analyzed to monitor areas of weakness as well as growth among all subgroups.	Administration, Reading Coaches, Teachers	08/27/07	05/30/08	District-wide Literacy Plan	
Implement the Co-Teaching Inclusion Model in the general education classroom to assist low performing students by providing accomodations and remediation through the Exceptional Student Education teacher.	Administration, Reading Coaches, Teachers	08/20/07	05/30/08	District-wide Literacy Plan	

Research-Based Programs

The Effective Writing component of the Comprehensive Reading Plan.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core writing program, intervention programs, and assessments used at the middle school.

Evaluation

Provide monthly assessments using District prompts to monitor students' 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
✔	✔	✔	✔	✔	✔

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.
✔	✔	✔	✔	✔

Science Statement

Students will increase their science performance skills to meet the state standards.

Needs Assessment

The results of the 2007 Science test administration of the FCAT reflect that 10 percent of students met high standards. Regarding the clusters, students scored the weakest in the Physical/Chemical strand at 29 percent proficient. Overall, students need improvement in all content clusters. This year a concerted instructional effort in this area should result in an increase in student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their science skills as evidenced by 29 percent reaching the state required mastery level as documented by scores of the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Engage students in science investigation, including science projects and exhibits.	Administration, Science Coach, Science Curriculum Support, Science Teachers	08/20/07	05/30/08	Other/ Not Applicable	
Implement science curriculum map to ensure coverage and mastery of SSS and FCAT Benchmarks.	Administration, Science Coach, Science Curriculum Support, Science Teachers	08/20/07	05/30/08	Other/ Not Applicable	
Provide students with oppurtunities to perform scientific investigations through hands-on laboratory activities and experiments.	Administration, Science Coach, Science Curriculum Support, Science Teachers	08/20/07	05/30/08	Other/ Not Applicable	
Utilize the district's scope and sequence for planning instructional activities.	Administration, Science Coach, Science Curriculum Support, Science Teachers	08/20/07	05/30/08	Other/ Not Applicable	
Implement a flexible scheduling model to provide extended instructional time for teaching and learning.	Administration, Science Coach, Science Curriculum Support, Science Teachers	08/20/07	05/30/08	Other/ Not Applicable	
Provide and encourage professional development activities on a weekly basis which strengthen the teachers' skills and science strategies which assist students in meeting the Sunshine State Standards.	Administration, Science Coach, Science Curriculum Support, Science Teachers	08/20/07	05/30/08	Other/ Not Applicable	

Research-Based Programs

Science Voyages State Adopted Series for grades six through eight.

Professional Development

Data analysis: linking data to instruction
Creating Independence through Student-owned Strategies (CRISS)
Instructional focus through professional development on Mondays and Friday targeting reading strategies, data analysis and critical thinking skills

Evaluation

Scores of the 2007 FCAT Science test will be used to evaluate this objective. In addition, School Improvement Zone Pre/Post Tests and Tri-Weekly assessments will be utilized to monitor progress and drive instruction.

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
☐	☑	☐	☑	☑	☑

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.
☑	☑	☑	☐	☐

Parental Involvement Statement

Increase communication and participation between the parents and the school

Needs Assessment

Miami Edison Middle School continues to strive to increase parental involvement which is vital to the success of the overall school program. Our goal is to continue to build on family and community support in order to increase student achievement. Treating parents as valued partners in their child's education and development is essential to bridging the gap between home and school. Although the percentage of parents attending Back to School night increased to 70 percent, the overall percentage of parental involvement was only 45 percent. As the 2007-2008 school year progresses, school-wide parental logs as well as the Community Involvement Specialist logs will be utilized for progress monitoring.

Measurable Objective

Increase the overall percentage of parental involvement by five percentage points from 45 percent in 2007-2008 to 50 percent in the 2007-2008 school year documented by parent sign-in logs

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disseminate pertinent information and resources to parents as well as encourage participation in the Parent Academy	Administrators Community Involvement SpecialistSocial Worker	08/20/07	05/30/08	Other/ Not Applicable	0
Work in conjunction with community partners to provide services to the students and their families to deal with crisis and family issues in the school.	AdministratorsSpecial Education Program SpecialistTeam LeaderCommunity Involvement SpecialistSocial Worker	08/20/07	05/30/08	Other/ Not Applicable	0
Upgrade website to enable parents to access their child's learning assignments and other pertinent information.	AdministratorsTechnology teamTeam Leaders	08/20/07	05/30/08	Other/ Not Applicable	0
Increase participation in organized committees such as EESAC, PAC, DAC and PTSA organizations as well as school activities.	AdministratorsEESAC PresidentPTSA President	08/20/07	05/30/08	Other/ Not Applicable	0
Recruit parents at Open House, monthly "Second Cup of Coffee Sessions", Team Meetings as well as office visitations to volunteer in a variety of activities in and out of the classrooms.	Administrators,Team Leaders, Community Involvement Specialist	08/20/07	05/30/08	Other/ Not Applicable	0
Conduct parent conferences in order to address academic progress of their students during the team's planning time.	Administrators,Team Leaders, Teachers, Counselors	08/20/07	05/30/08	Other/ Not Applicable	0
Provide parents with strategies given at scheduled parent-teacher conferences through the Team Leaders and Student Services personnel who will assist with information regarding student progress and course requirements	Administrators, Team Leaders, Guidance Counselors	08/20/07	05/30/08	Other/ Not Applicable	0
Increase participation in organized committees such as EESAC, and PTSA as well as all school activities through various methods of advertisement such as flyers, mail outs, and phone calls.	Administration,Guidance Counselors, Teachers,Community Partners,Parents	08/20/07	05/30/08	Other/ Not Applicable	

Research-Based Programs

National PTSA Standards for Parent and Family Involvement

Professional Development

The Community Involvement Specialists will attend monthly meetings as they pertain to the needs of the school and District requirement. Teachers will be trained in conferencing skills, and implement strategies on how to maintain a relationship with parents while recruiting other volunteers through the teams.

Evaluation

Upon completion of the 2007-2008 school year, the Community Involvement Specialist logs will indicate an increase of five percent in parental participation at Miami Edison Middle School as compared to last 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
✔	✔	✔	✔	✔	✔

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.
✔	✔	✔	✔	✔

Discipline & Safety Statement

Miami Edison Middle School will provide a safe and disciplined learning environment for all students. The school will promote programs and practices that facilitate a safe and disciplined environment for all students.

Needs Assessment

According to the District wide annual suspension report, data reveals that in 2006-2007, 437 students received student case management referrals. To impact discipline and safety we need to continue to focus on decreasing the amount of suspensions resulting from negative student behavior. The need is for peer mediation, alternatives to suspension and increased parental contact by teachers.

Measurable Objective

Given the need to reduce the number of suspensions, the rate of suspensions will decrease by three percent as measured by the annual suspension report during the 2007-2008 school year as indicated in the School Site Incentive Scorecard

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct and monitor all safety drills with the school resources officer. There will be a minimum of one drill per month.	Administrator School Resource Officer	8/7/2006	5/25/2007	Other/ Not Applicable	0
Review safety procedures with all staff to ensure the safety and well being of all students and staff in an emergency.	Administrators/ Teachers	8/7/2006	5/25/2007	Other/ Not Applicable	0
Monitor the facilities report in order to maintain the building safe for our students and staff. Target the safety to life issues immediately and report back to the district upon completion.	Full time Zone Mechanic Administrator	8/1/2006	5/25/2007	Other/ Not Applicable	0
Continue to implement and monitor the "Middle Moves and Transition Academy for incoming sixth graders using Classroom Inc.	6th Grade Administrator/ 6th Grade Counselor/ 6th Grade Team Teachers	8/7/2006	5/25/2007	Other/ Not Applicable	10000
Monitor suspension report by grade level administrator every nine week period and review with the teams the utilization of SCSI as an alternative to outdoor suspension.	Administrator/ Team Leader/ Grade level counselor/ Trust Counselor	8/7/2006	5/25/2007	Other/ Not Applicable	0
Conduct school presentations on violence prevention and truancy by the Miami Dade County School Police	Administrators/ School Resource Officer	8/7/2006	5/25/2007	Other/ Not Applicable	0
Introduce and Implement Peaceworks Mediation for Kids to provide alternative ways of conflict resolution.	Trust Counselor	8/7/06	5/25/07	Other/ Not Applicable	0

Research-Based Programs

Student-Teacher-Progression
Safe Passage Act
Project Proud (Peacefully Resolving Our Unsettled Differences)
Peaceworks Mediation for Kids

Professional Development

A safe learning environment is a main priority at Miami Edison Middle School. As such, open communication between the home and school are imperative. All teams of teachers will be trained in proper safety procedures. Monitoring of incident reports as well as suspension reports will be done each nine week period. Workshops with the guidance counselor on Project Proud, a violence reduction program, and Bullying Prevention will be conducted.

Evaluation

Upon completion of the 2008 school year, the District incident and suspension report will indicate a decrease by three percent at Miami Edison Middle School as compared to last year.

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
✔	✔	✔	✔	✔	✔

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.
✔	✔	✔	☐	✔

Technology Statement

Increase the overall computer usage across the curriculum and the familiarity and use of SMART boards and the electronic gradebook

Needs Assessment

Technology is a tool for improving and transforming teaching and learning to a higher degree of interaction. If used appropriately, technological tools may increase student achievement by improving the quality of the curriculum and instruction. As outlined in the National Educational Technology Standards (NETS) and the Secretary's Commission on Achieving Necessary Skills (SCANS) Report, students must possess essential skills that allow them to be effective learners in the 21st Century. According to the STAR profile, there exists a need to increase teacher and student use of technology. Integrating technology into all content areas will (1) increase basic creative and problem solving skills; (2) facilitate independent/self-directed learning through projects; and (3) produce quality products that demonstrate an understanding of content area.

Measurable Objective

Given an emphasis on the integration of technology in all content areas, students and staff will increase the use of technology by 10 percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer a variety of instructional strategies that include differential and project based instructions to meet needs and interests of all students.	Department Chair, subject area coaches, Team Leaders, Administrators	08/07/06	05/25/07	Other/ Not Applicable	34971
Provide ongoing professional development and support in developing activities that support the strategies to ensure optimal student learning.	Media Specialist, technology support personnel	08/07/06	05/25/07	Other/ Not Applicable	34971
Implement a computer-based before and after school tutoring component.	Administrators, Select Teachers	08/07/06	05/25/07	Other/ Not Applicable	0
Provide training to all staff on how to incorporate technology into the classroom utilizing the SMART boards that are available as instructional tools.	Administrators, Consultants, Curriculum Specialists, In-House Teacher Experts	08/07/06	05/25/07	Other/ Not Applicable	0
Increase the amount of media equipment available for use in classroom.	Administrators, Media Specialists, Technical Support Team	08/07/06	05/25/07	Other/ Not Applicable	0
Ensure availability of web access and of electronic gradebook usage by all teachers.	Administrators, Computer Tech Team, District Support Personnel	08/07/06	05/25/07	Other/ Not Applicable	0
Increase the number of technology staff development activities	Administrators; Technology Coordinators	08/07/06	05/25/07	Other/ Not Applicable	0

Research-Based Programs

The following researched based technology programs will be utilized to impact students learning at Miami Edison Middle School:

Classworks Inc.
Cognitive Tutor Algebra I
Cognitive Tutor Bridge to Algebra
Read 180
Reading Plus

Professional Development

Professional development will be provided in the following areas:

SMART Boards
Reading Plus
Read 180
Cognitive Tutor
Riverdeep
FCAT Explorer
Excelsior Gradebook

Evaluation

1. Edusoft system and interim (chapter tests/quizzes) assessment data
2. Excelsior Gradebook printouts, Media logs, reports generated by Cognitive Tutor Algebra I, Cognitive Tutor Bridge to Algebra, Read 180, Reading Plus

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
✔	✔	☐	✔	☐	✔

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.
✔	✔	✔	☐	✔

Health & Physical Fitness Statement

Our goal at Miami Edison Middle School is to provide students with an opportunity to attain their optimal level of physical fitness, based on their age, through a carefully planned fitness program.

Needs Assessment

In order to properly assess both student fitness performance and programmatic success, students will take a pre-test for the baseline data. Based on last year's FITNESSGRAM, 200 students participated and 72 awards were issued (36 percent of the participants). Prior to last year, 38 percent of the students were award recipients. This represents a two percent decline. Based on this year's goal, we expect to have a total of 78 recipients or three percent increase from the previous year.

School Improvement Plan
2007-2008

Miami-Dade County Public Schools

SCHOOL
Quality
IMPROVEMENT

Measurable Objective

Students will demonstrate an increase compared to the previous year measurement of the FITNESSGRAM test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create exercise activities designed to improve the physical fitness of the students enrolled in the physical education program.	Physical education teacher district/region instructional support personnel	08/07/2006	05/25/2007	Other/ Not Applicable	0
Compare the pre- and post-test data in order to determine whether the instructional program is effective.	Physical education teacher	08/07/2006	05/25/2007	Other/ Not Applicable	0
Train students for muscular endurance, muscular strength, cardiovascular efficiency and flexibility using the weight room and the track on a rotational monthy basis.	Administrators;Physical Education Department Chairperson	09/01/06	05/25/07	Other/ Not Applicable	0
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities on a daily basis through observation.	Administrators; Physical Education Department Chairperson	08/14/06	05/25/07	Other/ Not Applicable	0
Provide students with mini workshops on health-related issues, including healthy meals and daily exercise.	Administrators; Physical Education Teachers; Science Teachers; Family and Consumer Science Teacher	08/14/06	05/25/07	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

Provide professional development workshops to the physical education teacher through district personnel on activities to improve the overall fitness of all students at Miami Edison Middle School. Professional development will be provided on Snapshot and Edusoft.

Evaluation

The FITNESSGRAM will be administered to determine students fitness level after implementation.

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
✔	✔	✔	☐	✔	✔

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.
✔	✔	✔	☐	✔

Electives & Special Areas Statement

Provide the students with balanced educational experiences through technology, music, literature, and life sciences skills.

Needs Assessment

According to the 2006-2007 Master Schedule of courses offered there were five different elective options. This indicates as need to increase the number of elective courses offered for the 2007-2008 school year.

Miami-Dade County Public Schools

Measurable Objective

Given the need to increase availability of elective courses the amount of courses offerings will increase by five percent as compared to the 2005-2006 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Hands-on classroom projects using real life experiences.	Elective Teachers	08/07/2006	05/25/2007	Other/ Not Applicable	0
Offer a variety of instructional strategies that include differential and project-based instruction to meet varied levels for all students.	Reading Resource Personnel - Teachers - Team Leaders - Administrators	08/07/2006	05/25/2007	Other/ Not Applicable	0
Present student projects and skills attained in electives to showcase elective and special area classes.	Administrators - District Support Specialists - Curriculum Support Specialists	08/07/2006	05/25/2007	Other/ Not Applicable	0
Continue to focus on disaggregated data results of varied progress monitoring assessments and meet during the early release Wednesdays to devise team/grade level strategic plans to assist with students' deficiencies through elective courses.	Administrators - Reading Coaches - Department Chairs	08/07/2006	05/25/2007	Other/ Not Applicable	0

Research-Based Programs

Classroom Inc.

Professional Development

Web Design
Recapturing the Vision

Evaluation

Evaluation will be based on the number of courses offered in the 2007-2008 school year.

Return On Investment Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☑	☑	☑	☑

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.
☑	☑	☑	☑	☑

Return On Investment Statement

Miami Edison Middle School will rank at or above the 90th percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2005, Miami Edison Middle School ranked at the 46th percentile on the State of Florida Return On Investment index.

Measurable Objective

Miami Edison Middle School will improve its ranking on the State of Florida Return On Investment index publication from the 46th percentile in 2005 to the 48th percentile on the next
publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal, EESAC	8/7/06	6/1/07	Other/ Not Applicable	0
Share use of facilities by partnering with community agencies.	Principal, EESAC	8/7/06	6/1/07	Other/ Not Applicable	0
Consider reconfiguration of existing resources and take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, EESAC	8/7/06	6/1/07	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

The evaluation will be based on the next Florida ROI index.

EESAC Compliance

YES	NO	
☑	☐	*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.*

Budget:

In accordance with Article XXVI of the UTD/M-DCPS Contract, the EESAC at Miami Edison Middle School will assist in the preparation of the school's annual budget by developing recommendations for the expenditure of school budgeted funds that are in support of the goals in the School Improvement Plan.

In addition, the EESAC has made recommendations on the instructional purchases that were going to be made with the funds allocated by the state to them. The principal oriented EESAC members with budget operations, and additional budget training has been recommended. The EESAC recommended providing additional funds to supplement the school budget with supplies and incentives for all students. Additional recommendations were made to purchase the school marquee to improve parent/school communication.

Training:

After EESAC reviewed the Professional Development Survey administered by the school's principal, recommendations were made to provide professional development to teachers in the areas of differentiated instruction in reading, writing, mathematics and science, and most importantly, in classroom management.

Instructional Materials:

After EESAC reviewed the data of Miami Edison Middle School and assessed the needs of the school, and recommended purchasing instructional materials that would support the alignment of classroom instruction with state and district standards and course specific materials that focus on reading for information, critical thinking skills, FCAT preparation and incentives for student achievement.

Technology:

The EESAC reviewed the technology needs assessment conducted by the technology committee and made recommendations as to a plan of action to increase hardware and software within the next three years

Staffing:

The EESAC was brought up to date with regards to the School Improvement Zone Transfer options for instructional and non-instructional personnel. They selected an EESAC representative to be part of the interviewing committee to select candidates seeking employment at Miami Edison Middle School. Furthermore, they recommended areas in which the school paraprofessionals could be utilized to better address low performing students.

Student Support Services:

The EESAC agreed with the implementation of a peer mediation, as well as small groups and individual counseling by the Guidance Department. Furthermore, they encouraged the continued use of the TRUST Specialist, Career Specialist and Community Involvement Specialist to provide student support services.

The EESAC provides input related to parent conferences, child study teams, and counseling programs that support student achievement. The principal and other staff members provide information for clarification. They have set aside funds to purchase rewards for students who are deemed to be representative of the values set forth in the program. Furthermore, they played a role in working with the school guidance counselor in developing developmental groups to address the emotional issues within the student body.

Other Matters of Resource Allocation:

After the principal presented the total school budget to the EESAC, they recommended that the budget resources continued to be used to reduce class size, increase technology, and intervention services for students and parents.

Benchmarking:

The Edusoft assessment evaluation tool monitors effective teaching in all subjects. The data provided allows staff an opportunity to utilize the Continuous Improvement Model. The EESAC also recommended reviewing and assisting department chairpersons with the development of benchmarking activities to meet the SIP objectives.

School Safety & Discipline:

The EESAC provided input in the development of a school-wide safety and discipline plan. Currently, the school has developed an indoor suspension developmental program to serve as an alternative to outdoor suspension. Furthermore, they worked with the administration in outlining areas where security personnel were most needed.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	10000
Technology	69942
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	79942

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