

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Miami Springs Middle School (6521)

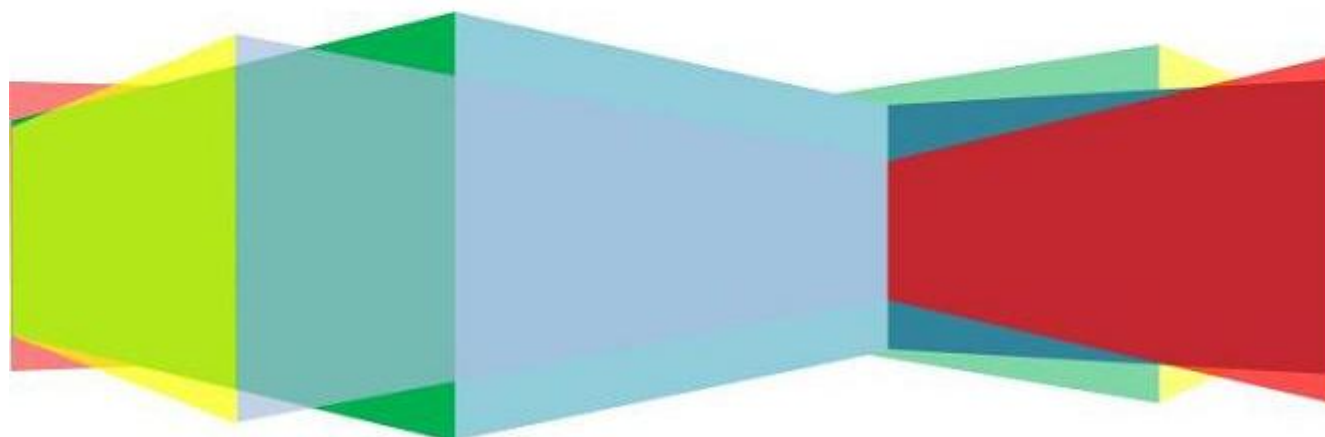
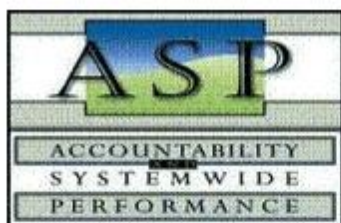
Feeder Pattern - Miami Springs Senior

Regional Center III

District 13 - Miami-Dade

Principal - Gail Quigley

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Miami Springs Middle School sits on 19.45 acres of land and is located at 150 S. Royal Poinciana Boulevard. It was established in 1955 with an open campus design that currently includes 17 portable classrooms. The school serves a student enrollment of approximately 1800 students. The community surrounding Miami Springs Middle School is comprised of families from Hialeah, Virginia Gardens, Medley, Brownsville, and Miami Springs. Sixty percent of the parent population cannot read or write in English and more than fifty percent of the students come from single parent households. The school is located in an Empowerment Zone. It was recently renovated for ADA compliance and is slated for a major paint and window replacement project.

Miami Springs Middle School is unique in that it is one of the few public schools that partners with a museum in a magnet program. Through this program, we offer state of the art technology and such unique educational opportunities as real-time video conferences with astronauts and hands-on scientific inquiries under the direction of professional scientists and the museum staff. Miami Springs Middle implements the middle school concept, including interdisciplinary teaming. The extra curricular activities include a wide range of clubs, organizations, and sports teams. Miami Springs Middle was the first school in the nation to achieve the Healthy Schools recognition of the Alliance for a Healthier Generation sponsored by the William J. Clinton Foundation. As the only middle school in the district that participates in Reading is Fundamental (RIF), all students are given three books per year so that a child who attends Miami Springs Middle all three years has a personal library containing a minimum of nine books.

The ethnic breakdown of our student population is 76 percent Hispanic, 8 percent White, 15 percent Black, and 1 percent other ethnicities. Approximately 77 percent of the students qualify for the free and reduced lunch program. According to the 2007 FCAT results for 6th graders in reading, 26 percent are Level 1 and 22 percent are Level 2. In the 7th grade, 28 percent are Level 1 and 22 percent are Level 2. In the 8th grade, 29 percent are Level 1 and 32 percent are Level 2. The mathematics results show that 38 percent of sixth graders are Level 1 and 25 percent are Level 2. In the 7th grade, 31 percent are Level 1 and 26 percent are Level 2. In the 8th grade, 27 percent are Level 1 and 24 percent are Level 2. The FCAT science results show that 41 percent of 8th graders are Level 1 and 29 percent are Level 2. An analysis of the data also indicates that 48 percent of the total school population are scoring at or above grade level in reading and 44 percent are scoring at or above grade level in mathematics. The results of the subgroups within the total population show that 63 percent of the White, 40 percent of the Black, 48 percent of the Hispanic, 42 percent of the Economically Disadvantaged, 16 percent of the English Language Learners (ELL), and 17 percent of the Students with Disabilities (SWD) scored at or above grade level in reading. On the other hand, 60 percent of the White, 32 percent of the Black, 45 percent of the Hispanic, 39 percent of the Economically Disadvantaged, 21 percent of the LEP, and 19 percent of the SWD scored at or above grade level in mathematics. In writing, all subgroups improved their performance by at least 1 percent except for the LEP and the SWD subgroups. The LEP subgroup remained the same at 71 percent and the SWD subgroup decreased to 76 percent when compared to the results of 2005-2006.

The mobility index of the school is 31 percent. This is a challenge that our school must face each year. To improve attendance, the Title I program offers additional funding to supplement existing educational programs. It provides new trade books, and take-home materials that are used to motivate students to stay at our school. Students can also participate in the school's Eagle Scholars incentive program where they earn prizes and participate in activities that are enjoyable. Another issue that Miami Springs Middle School faces is the large influx of ELL students who need to be taught English and tutored on an individual basis. To address this issue, we have a full-time tutorial program that provides assistance in their home language. The teacher is available to assist LEP students in individual or small groups. An additional challenge faced by our school is meaningful communication with parents. To overcome this challenge, newsletters informing parents of the latest school news and developments are created and distributed monthly. Also, parents are invited to Parent Academy meetings and workshops conducted both in the morning and during the evenings. Parents are notified of their child's absences and other important information through the use of Connect Ed, a computer program which calls students' homes.

This Title I school offers a variety of special programs to educate and motivate adolescent children. Besides participating in the requirements for Secondary School Reform, Miami Springs Middle School, in conjunction with the Miami Museum of Science and Planetarium, is a school-wide museum magnet school in Science, Engineering and Technology (GET SET). The school offers all of the required courses for middle school students and many high school credit and advanced academic courses for standard curriculum and gifted students. Students can receive high credit in courses including Algebra I, Geometry, Earth and Space Science, Biology, and Spanish and French Levels I, II, III.

Currently, the school is working to achieve the state's required teacher-to-student ratio of 1:22. The school met this goal during the 2006-2007 school year with a class size simulation result of 21.43 in March 2007 and is expected to meet the goal once again during 2007-2008. To further decrease class sizes, the school has purchased two additional teachers above allocation in the regular program and three teachers with Title I funds.

A study of attendance rates reveals that attendance rates increased to 95.80 percent during 2006-2007 when compared to 94.28 percent in 2005-2006. This is above the average attendance rate of 94.03 for middle schools in the county and above the average attendance rate of 94.96 for the entire school district of Miami-Dade. Furthermore, an analysis of retention rates for eighth graders reveals that 3.65 percent of students were retained in 2005-2006 while 1.01 percent of students were retained in 2006-2007.



School Improvement Plan

2007-2008



Miami Springs Middle School belongs to a feeder pattern that is cohesive and works together toward implementing the latest curriculum. One example of this cohesiveness is the fact that the feeder pattern schools participate in an annual Reading Under the Stars activity which includes parents. Five community elementaries send their students to this middle school and in turn, the majority of our eighth grade students transition into Miami Springs Senior High School.

The school feels it is important to enlist the assistance of the community to aid in the education of students and promote a positive school environment. This is why Hialeah-Miami Springs Rotary, International House of Pancakes (IHOP), Cheesecakes, etc., Office Depot, Milam's Market, and Take Stock in Children have been Dade Partners for several years. They have provided materials, incentives, rewards, prizes, and sponsorships for students to achieve. In addition, the school works closely with the district's Office of Community Services and the Parent Academy. The summer camp program, which has been offered for the past four years, is funded by the Adult Vocational and Community Education division.

A 21st Century Learning Community grant, in conjunction with the Easter Seals South Florida Inc., was developed to meet the specific needs of the community as a whole. This program at Miami Springs Middle School, which is operational Monday through Friday from 4:00 p.m. to 6:00 p.m., offers homework help, classes in math, science, reading, technological assistance, and recreational activities. Students are assisted with their schoolwork and are provided the counseling help and the support system necessary to keep them on the right track. The media center has extended hours of operation for students and/or parents to use the Internet, check out materials, or conduct research for classroom projects.

Given instruction based on the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

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Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 92 percent or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students in grade 8 will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grade 8 will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the attendance logs for school events from the 2007-2008 and 2006-2007 school year.

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

Given instruction and support from the Information Technology Services Department of Miami-Dade County Public Schools, teachers will utilize electronic grade reporting as evidenced by 100 percent of teachers implementing the electronic grade book as documented by the end of the year grade reporting.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards 55 percent of the students who take Physical Education at Miami Springs Middle School will meet an acceptable level of fitness required to maintain a healthy lifestyle based on the FITNESSGRAM test program.

Given emphasis on the benefits of participating in the Fine Arts programs the number of performances presented by students will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Miami Springs Middle School will improve its ranking on the State of Florida ROI index publication from the 70th percentile in 2005 to the 71st percentile on the state of Florida ROI index.

Based upon data compiled from the Organizational Performance Improvement Snapshot survey tool, the administration needs to ensure that human resource becomes a focus. Improvement is also needed in strategic planning. These are two areas where the compiled scores were the lowest, however it needs to be noted that even the lowest score was a 3.9 on a 5.0 scale. The Educational Excellence School Advisory Council (EESAC) will not only publish its minutes on the Internet, but also ensure that a copy is placed in each staff member's mailbox. The EESAC has always had an open door policy, but in the future, a concerted effort will be made to invite staff to participate in the meetings. Staff members will also collaborate and share ideas at the monthly data planning sessions.



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.

6521 - MIAMI SPRINGS MIDDLE SCHOOL

VISION

Miami Springs Middle strives to constantly move forward and be distinguished as an organization that offers quality education for all of its students. Through the many programs offered at Miami Springs Middle School, it is our goal to address the individual needs of our multi-ethnic student population, while at the same time, prepare them to succeed and contribute to society.

MISSION

The mission of Miami Springs Middle School is to have high academic aspirations for all our students. A school atmosphere based on harmony, motivation, and a desire for excellence permits our students to develop skills to their fullest potential and to enhance their self-esteem. A working relationship between the school, home, and community can help our students become productive members of society. We dedicate our talents and abilities, as well as our constant efforts and our professional lives, to the achievement of this mission.

CORE VALUES



School Improvement Plan 2007-2008



Leadership

Strong instructional leadership by the principal frames the school's vision and mission to ensure they become realities for all children.

Opportunity

Students are afforded opportunities to make informed decisions.

Excellence

High academic standards and a desire for excellence are the primary objectives of our school.

Potential

We encourage all students to develop skills to their fullest potential.

School Demographics

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Miami Springs Middle School employs 146 full-time and 14 part-time staff members. Four are administrators; 79 are classroom teachers in the basic program; 12 are Special Education teachers; two are vocational teachers; four teach ELL; three are guidance counselors; one is a TRUST counselor; one is a Career Specialist; two are media specialists; eight are paraprofessionals; one is the Community Involvement Specialist; two are the Reading Coaches; one serves as the HLAP tutor; one is a micro-technician; eight are clerical workers; 34 are custodians, security, or cafeteria service workers. For the instructional staff, 17 percent are White, 25 percent are Black, 55 percent are Hispanic, one Native American, and two percent are Asian Pacific Islander. Furthermore, 30 percent are males while 70 percent are females. The average length of teaching time is 12 years, with approximately six percent of the teachers being beginning teachers. Of all the instructional staff members, 12 are National Board Certified, 29 percent hold a Master's Degree and eight percent hold either a Specialist Degree or a Doctoral Degree.

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School Improvement Plan

2007-2008



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The Instructional Leadership Team is comprised of the Principal, the Assistant Principal for Curriculum, the department chairpersons, the SWD Program Specialist, the Reading Coaches, the Critical Friends representative, the EESAC Chairperson, and the grant writer. The Leadership Team assists with the decision-making process regarding the school's curriculum, programs, and events.

School Foundation

Leadership:

The survey results were a 4.1 in this category. This demonstrated that the administration of Miami Springs Middle School is effective in setting the direction of the school and accomplishing its goals. Staff members are aware of the mission and vision set forth by the administration. The leadership team creates a positive working environment and involves employees in the operation and implementation of the school's objectives.

District Strategic Planning Alignment:

The survey results were a 3.9 in this category. This indicates that this is an area where some improvement is appropriate. The administration is working on developing ways to involve all staff in the development of the school's goals and objectives and aligning these with those of the state and district.

Stakeholder Engagement:

The survey indicates that there is a great deal of customer satisfaction. The results were a 4.0 in this area. The staff works collegially to ensure that the individual needs of students are met.

Faculty & Staff:

The staff of Miami Springs Middle School feels as if they are part of a family. The survey results were a 4.0 in this area. Each year begins with an "Eagle Pinning" ceremony for new staff members and continues as teachers work together in departments and teams. The present master schedule allows for teachers to plan by grade levels and departments so that they can share best practices and utilize data to maximize the potential for all children.

Data/Information/Knowledge Management:

The staff is aware of the importance of utilizing data in guiding instruction and all other areas relating to our school. Survey data results were a 4.3 in this area. This indicates that this is an area about which the staff feels most strongly.

Education Design:

Miami Springs Middle School utilizes the Continuous Improvement Model to guide the instructional program at our school. Tutorial services are provided for students both before and after school funded through the Easter Seals grant program. Advanced and honors courses exist in all core subject areas. Our school is a school wide magnet program affording all students enhanced opportunities in science, engineering and technology. Survey data indicates a score of 4.1 in this category.

Performance Results:

The staff at Miami Springs Middle School realizes the importance of reducing the number of students suspended and increasing overall student attendance. Survey data indicates a score of 4.0 in this category.

Schools Graded 'C' or Below

Professional Development:

Miami Springs Middle School plans to provide professional development to the instructional staff in the areas of implementing content area reading strategies, utilizing small learning communities to improve instructional delivery methods, understanding data analysis and its direct link to increasing student achievement, and follow-up trainings in CReating Independence through Student-Owned Strategies (CRISS).

Disaggregated Data :

The school has been given two Reading Coaches to assist with data disaggregation. They prepare the data for teachers to analyze the strengths and weaknesses of the students. Monthly data planning sessions are conducted to provide teachers an opportunity to share best practices and track student performance at specific grade levels in designated subject areas.

Informal and Formal Assessments:

All students at Miami Springs Middle School will take monthly benchmark assessments and the district's three Interim Assessments using Edusoft technology in reading, mathematics, and science to allow teachers to detect and correct problems early. The Florida Comprehensive Assessment Test (FCAT) in reading and mathematics will be administered to all students, as well. In addition, eighth grade students will be given the District Writing Pre-Test and Post-Test, Florida Comprehensive Assessment Writing+ Test, the FCAT in Science, and the National Assessment of Educational Progress Arts (NAEP). Reading Level 1 and 2 students will also be taking the Florida Oral Reading Fluency Assessment (FORF) three times throughout the school year in order to measure their fluency, vocabulary, and comprehension.

Alternative Instructional Delivery Methods :

Teachers at Miami Springs Middle School deliver instruction through the use of multimedia, differentiated instruction, CRISS, and Reciprocal Reading techniques. These alternative delivery models allow teachers to target and tailor the content to meet the needs of all subgroups and increase their academic achievement.

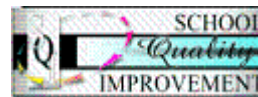
Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input 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



School Improvement Plan 2007-2008



Different Innovative Approaches to Instruction is addressed in the section titled Alternative Instructional Delivery Models.

Responsibility of Teaching Reading for Every Teacher is addressed in the sections titled Professional Development and Reading Goal.

Quality Professional Development for Teachers and Leaders is addressed in the section titled Professional Development.

Small Learning Communities (SLC) is addressed in the sections titled Schoolwide Improvement Model and Professional Development.

Intensive Intervention in Reading and Mathematics is addressed in the sections titled Reading Goal and Mathematics Goal.

Course Choice Based on Student Goals / Interests / Talent is not addressed in the School Improvement Plan because students in middle school do not select majors. This occurs at the high school level. However, students are given opportunities to select the elective courses they are interested in for the following school year through the subject selection process at the end of the third quarter. All seventh grade students, in conjunction with the Career Specialist, create and maintain an on-line career portfolio to assist them in exploring and planning their career options.

Master Schedules Based on Student Needs is not addressed specifically in the School Improvement Plan, but is practiced at the school. Student needs are foremost in importance when creating the master schedule. Advanced academics and intensive courses are planned based on formal assessment results. Additionally, the articulation process between Miami Springs Middle School and the feeder pattern schools is a necessary step in the process of building the master schedule. Magnet courses in Space, Technology and Engineering and Biology Technology have been developed as to encourage students to explore the most innovative science and technological content.

Parental Access and Support is addressed in the sections of Communication with Parents and the Parental Involvement Goal.

Applied and Integrated Courses is not directly addressed in the School Improvement Plan, but the school offers courses such as Exploring Technology, Family and Consumer Science, and Computer Applications. These courses integrate advanced skills in physics and mathematics and apply them to real-life events and situations to enhance students' critical thinking and problem-solving skills.

Academic and Career Planning is not directly addressed in the School Improvement Plan, but the school offers a career planning curriculum that will be infused into the social sciences curriculum this school year. The Career Specialist is involved in the implementation of the on-line career portfolios.

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

Reading Statement

All students will be able to read on or above grade level.

Needs Assessment



School Improvement Plan 2007-2008



An assessment of data reveals that 52 percent of students in grades six, seven, and eight are still reading below grade level. Specifically, students in grade six are most successful with (1) words and phrases and (2) main idea and author's purpose. Conversely, they need additional help with (1) comparison skills and (2) applying reference and research skills. Their greatest areas of reading needs are identifying similar and dissimilar elements within and across texts, identifying how text elements are alike or different, locating, organizing, and interpreting written information for a variety of purposes, using a variety of reference materials to gather information for research projects, checking the validity and accuracy of research information, and synthesizing and separating collected information into useful components. Students in grade seven are most successful with (1) comparison skills and (2) main idea and author's purpose, yet need additional help with (1) words and phrases and (2) applying reference and research skills. Their greatest areas of reading needs are using a variety of strategies to analyze words and text, draw conclusions, use context clues and word structure clues and recognize organizational patterns, and locating, organizing, and interpreting written information for a variety of purposes, using a variety of reference materials to gather information for research projects, checking the validity and accuracy of research information, and synthesizing and separating collected information into useful components. Students in grade eight are most successful with (1) main idea and author's purpose. However, they need additional help with (1) words and phrases, (2) applying reference and research skills, and (3) comparison skills. Their greatest areas of reading needs are using a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns, locating, organizing, and interpreting written information for a variety of purposes, using a variety of reference materials to gather information for research projects, checking the validity and accuracy of research information, synthesizing and separating collected information into useful components, identifying similar and dissimilar elements within and across texts, and identifying how text elements are alike or different.

Students in grades seven and eight experience the same degree of success in words and phrases (on the average, students perform at 57 percent mastery in this area). Students in grade seven performed the highest in comparison and main idea/author's purpose (67 percent mastery in each area). Students in grade eight experienced less success in applying reference and research skills. Their performance in this area reveals the need for additional instruction (students in grade eight performed at 46 percent mastery).

The assessment uncovered needs that include, but are not limited to, the following: (1) the need for a refresher training on utilizing the question task cards for middle school; (2) the need for an instructional focus that promotes reference and research in all grades and comparison skills in the sixth grade; (3) the need for an instructional focus calendar across the curriculum that will encourage teachers to utilize the two-hour block to maximize learning and increase student reading achievement; and (4) the need to use benchmark assessments to track the strengths and areas in need of improvement of students in grades six through eight.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 58 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model in all language arts and reading classes to monitor student achievement on an on-going basis.	Administrators	08/20/07	06/04/08	District-wide Literacy Plan	0
Maintain reading logs for students in all grade levels documenting fulfillment of the objectives of the District's Comprehensive Research-Based Reading Plan.	Reading Coaches	08/20/07	06/04/08	District-wide Literacy Plan	2000
Implement a tutorial program to address the reading deficiencies of students in all grade levels scoring at Levels 1 and 2 on the FCAT Reading.	Easter Seals Coordinator	08/20/07	06/04/08	Continuous Improvement Model	20000
Establish a school wide instructional focus calendar of the reading Sunshine State Standards benchmarks to be implemented weekly in all language arts and reading classes.	Reading Coaches, Department Chairperson	08/20/07	06/04/08	Continuous Improvement Model	2500
Schedule all Levels 1 and 2 students into intensive reading or intensive reading plus classes that have a core reading program approved by the state and district.	Administrator	08/20/07	06/04/08	District-wide Literacy Plan	2000
Administer district interim assessments and on-site benchmark assessments in reading to students in grades six, seven, and eight. Utilize the results to target instruction in the language arts and reading classes.	Reading Coaches	08/20/07	06/04/08	Continuous Improvement Model	1000
Utilize the Regional Center Data Debriefing Protocols to conduct data planning sessions.	Administrators	08/20/07	06/04/08	Continuous Improvement Model	0

Research-Based Programs

The core reading program includes:

- Read XL
- Read 180
- Reading Plus
- Project CRISS
- Soar to Success
- Accelerated Reader

Professional Development

- Small Learning Communities
- Content Area Reading Strategies
- Data Analysis for Student Achievement
- CRISS Follow-up

Evaluation

The results of on-site developed benchmark assessments on the Sunshine State Standards benchmarks, the FORF test, and the scores on the 2008 FCAT Reading Test will be used to evaluate this objective. Additionally, the progress of the objective will be monitored in the following ways:

- (1) The Continuous Improvement Model will be monitored through informal classroom visitations by teachers and administrators and through on-going, structured grade level data planning meetings.
- (2) The school's master schedule will demonstrate that all Levels 1 and 2 students are in intensive reading or intensive reading plus classes, while teacher's lesson plans will reflect implementation of a core reading program approved by the state and district.
- (3) The results on the interim assessments and the benchmark tests will be analyzed and calculated using the Edusoft program and will be used to evaluate progress of students through the Continuous Improvement Model process.
- (4) The results on the site developed pre- and posttests will be used to evaluate the tutorial program implemented to address the reading deficiencies of students scoring at Levels 1 and 2 on the FCAT Reading Test.
- (5) Reading logs for all students in grades six through eight will be collected by all language arts teachers at the end of each month and Accelerated Reader reports will be analyzed to determine the success rate of the independent reading program.

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

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment

An analysis of the Florida A+ Plan data for 2006-2007 FCAT SSS Mathematics indicates that 44 percent of students in grades six, seven, and eight scored at Level 3 or above. The data also indicates that 61 percent of the students in grades six, seven, and eight made learning gains in mathematics. The participation rate on the 2006-2007 FCAT SSS Mathematics Test was 100 percent for all grade levels. An analysis of the Adequate Yearly Progress Plan for the 2006-2007 FCAT SSS Mathematics Test indicates that 45 percent of students in all subgroups were proficient at Level 3 and above, including 60 percent White students, 32 percent of African American students, 45 percent of Hispanic students, 39 percent of Economically Disadvantaged students, 21 percent of English Language Learners (ELL) students, and 19 percent of Students With Disabilities (SWD).

Students in grade six were most successful in Geometry and Spatial Sense (56 percent mastered) and in Data Analysis and Probability (56 percent mastered). Grade six students need more assistance in the areas of Measurement (33 percent mastered), Algebraic Thinking (37.5 percent mastered), and Number Sense (45 percent mastered). Students in grade seven were most successful in the areas of in Data Analysis and Probability (56 percent mastered) and in Geometry and Spatial Sense (50 percent mastered). Grade seven students need more assistance in the areas of Algebraic Thinking (45 percent mastered), Measurement (45 percent mastery), and in Number Sense (45 percent mastered). Students in grade eight were most successful in the areas of Number Sense (50 percent mastery) and in Measurement (50 percent mastery). Grade eight students need more assistance in the areas of Algebraic Thinking (33 percent mastery), Geometry and Spatial Sense (41.6 percent mastery), and Data Analysis and Probability (41.6 percent mastery).

NCLB Subgroup Target



School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 62 percent scoring at a Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in all grade levels who scored at Level 1 or Level 2 on the FCAT Mathematics 2005 subtest and implement before/during/after school tutorial programs to address the mathematical deficiencies of these students.	Administrators	08/20/07	06/04/08	Continuous Improvement Model	20000
Implement the Continuous Improvement Model in all mathematics classes to monitor student achievement and the math program on an on-going basis.	Administrators	08/20/07	06/04/08	Continuous Improvement Model	2000
Administer the district's interim assessments in mathematics to all students and utilize the results to identify student deficiencies and target classroom instruction.	Department Chairperson	08/20/07	06/04/08	Continuous Improvement Model	2000
Establish a grade-level Instructional Focus Calendar of the Mathematics Sunshine State Standards to be implemented in all mathematics classes.	Department Chairperson	08/20/07	06/04/08	Continuous Improvement Model	900
Provide Intensive Mathematics classes for all Level 1 students.	Administrators	08/20/07	06/04/08	Continuous Improvement Model	1000
Implement Understanding by Design template in designing mathematics units for students. Incorporate differentiated instruction into teachers' lesson plans and use performance based assessments in assessing students.	Department Chairperson	08/20/07	06/04/08	Education Innovation	1000
Utilize the Regional Center Data Debriefing Protocols to conduct data planning sessions.	Administrators	08/20/07	06/04/08	Continuous Improvement Model	0

Research-Based Programs

Holt Mathematics: Middle School Math Series
CRISS

Professional Development

Small Learning Communities
Content Area Reading Strategies
Data Analysis for Student Achievement
CRISS Follow-up



School Improvement Plan

2007-2008



Evaluation

The progress of the objective will be monitored and assessed through the district's Interim Assessments, site developed benchmark assessments, and the administration of the 2008 Mathematics Florida Comprehensive Assessment Test. Additionally, the progress of the objective will be monitored in the following ways:

- (1) The benchmark assessment will be monitored by informal classroom observations by teachers and administrators, Edusoft reports of student progress, and frequent data debriefing meetings with classroom teachers and administrators.
- (2) The results of the district's Interim Assessments will be used to evaluate the progress of students through the Continuous Improvement Model.
- (3) The attendance logs will be used to evaluate participation in the tutorial program and the results on the site developed pre- and posttests will be used to evaluate the tutorial program implemented to address the deficiencies of the students scoring at Level 1 and Level 2 on the 2007 FCAT Mathematics test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

Needs Assessment

Results of the 2007 FCAT Writing+ indicate that 89 percent of our eighth grade students scored an average of 3.5 and above to meet the state required mastery level. This indicates that a vast majority of our students met high standards. However, there is a need for 11 percent of students to become proficient in writing. Additionally, the 2007 FCAT Writing results indicate a mean score of 3.8 in Expository writing and a mean score of 3.9 in Persuasive writing. According to the Adequate Yearly Progress results, African American students increased to 94 percent scoring at mastery level; Hispanic students decreased two percentage points to 90 percent scoring at mastery level; economically disadvantaged students remained the same at 90 percent scoring at mastery level; English Language Learner (ELL) students remained the same at 71 percent scoring at mastery level; and Students with Disabilities (SWD) decreased to 76 percent scoring at mastery level. An analysis of these results indicates that there is a need to continue with intensive writing instruction focusing on elaboration skills (word choice), sentence structure, and mechanics at 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 based on the Sunshine State Standards, students in grade eight will demonstrate their skill proficiency in writing, as evidenced by 92 percent or more of students meeting high standards on the 2008 FCAT Writing+.

Given instruction based on the Sunshine State Standards, English Language Learner (ELL) students in grade 8 will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) in grade 8 will improve their writing skills as evidenced by a 1 percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+ as compared to the 2007 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Performance-Based Assessments throughout school year.	Department Chairperson	08/20/07	06/04/08	Continuous Improvement Model	1000
Identify students in grades six through eight who received a score of one or two on the writing pretest and provide additional practice in the targeted benchmarks.	Department Chairperson	08/20/07	06/04/08	Continuous Improvement Model	1000
Implement writing activities correlated to specific competencies including short and extended responses, essays, journals, short stories, summaries, research papers.	Department Chairperson	08/20/07	06/04/08	District-wide Literacy Plan	1000
Incorporate Write Traits strategies that address writing at all levels as indicated in teacher lesson plans.	Department Chairperson	08/20/07	06/04/08	District-wide Literacy Plan	1000
Continue to maintain writing portfolios of student products based on the FCAT writing strategies to assist teachers and students in assessing writing progress.	Department Chairperson	08/20/07	06/04/08	District-wide Literacy Plan	1000

Research-Based Programs

Write Traits (Six Traits Model)

Professional Development

Small Learning Communities
 Content Area Reading Strategies
 Data Analysis for Student Achievement
 CRISS Follow-up

Evaluation

The progress of the objective will be monitored and assessed through the district's interim assessments, site developed benchmark assessments, student writing portfolios throughout the year and the administration of the 2008 FCAT Writing+.

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

Science Statement

The school will increase the scientific knowledge of students.

Needs Assessment

The results of the 2007 Florida Comprehensive Assessment Test (FCAT) in science indicate a mean score of 276. An analysis of the science data shows that 41 percent of students are Level 1 and 29 percent are Level 2. Students in grade eight experienced some degree of success in the clusters of Earth and Space Sciences and Scientific Thinking; both indicate 50 percent mastery. In the area of Physical and Chemical Sciences students demonstrated 43 percent mastery, while 46 percent mastery was shown in Life and Environmental Sciences. Based on this data, the eighth grade students at Miami Springs Middle School need to increase their science skills in each of these areas.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model in all science classes.	Department Chairperson	08/20/07	06/04/08	Continuous Improvement Model	2000
Establish a school wide Instructional Focus Calendar addressing the science Sunshine State Standards item specifications to be implemented in all science classes.	Department Chairperson	08/20/07	06/04/08	Continuous Improvement Model	1200
Maintain a journal in all science classes and use CRISS strategies to improve achievement in science.	Department Chairperson	08/20/07	06/04/08	Education Innovation	0
Conduct a school wide science fair that emphasizes the proper use of the scientific method.	Department Chairperson	08/20/07	06/04/08	District-wide Literacy Plan	200
Implement Understanding by Design template in designing science units for students. Incorporate differentiated instruction into teachers' lesson plans and use performance based assessments in assessing students.	Department Chairperson	08/20/07	06/04/08	Education Innovation	10000
Facilitate investigative studies at the Miami Museum of Science and Planetarium to increase students' exposure to high interest lab activities.	Department Chairperson	08/20/07	06/04/08	Education Innovation	50000
Utilize the Regional Center Data Debriefing Protocols to conduct data planning sessions.	Administrators	08/20/07	06/04/08	Continuous Improvement Model	0

Research-Based Programs

Glencoe Science Florida Science Grades 6, 7, 8
Holt Florida Earth Science
Prentice Hall Biology

Professional Development

Small Learning Communities
Content Area Reading Strategies
Data Analysis for Student Achievement
CRISS Follow-up

Evaluation

The progress of the objective will be monitored and assessed through site developed benchmark assessments, the District's Interim Assessments and the administration of the 2008 Science Florida Comprehensive Assessment Test. In addition, departmental midterm and final exams aligned with the Sunshine State Standards will be used to evaluate students' progress.

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

Our parental involvement program revolves around our Title I monthly parent meetings and the many evening activities that occur throughout the school year. This year our turnout has improved. There has been an increase in parent attendance at school events and meeting. This increase is due to the incorporation of outside agencies presenting at the meetings. Some of the agencies who offered their services are AXA Advisors, the Children's Psychiatric Center, Miami-Dade On-the-Go bus, Miami-Dade Community College Family Literacy program, and The Parent Academy. Through these meetings training to parents was provided in many areas. Another thing that helped our attendance was when the Community Involvement Specialist called homes to remind parents of meetings. Parents kept in touch with current parenting news and school events through our monthly school newsletter. This year we also provided information for them during the Open House Resource Fair. The attendance at the Open House event increased by 93 parents. We have utilized the Connect Ed system to send messages home to build enthusiasm and encourage parent participation. Enrollment is steadily increasing with each event held. Reading Under the Stars was a success this year. Cheesecakes Etc., one of our Dade Partners, provided refreshments for the event while free books were given to all of the children who attended. There was a 43 percent increase in attendance this year when compared to last year.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the attendance logs for school events from the 2007-2008 and 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Sponsor a Health Fair for parents and students as part of the World Wide Day of Play.	Career Specialist	08/20/07	06/04/08	Student Wellness	2000
Plan and deliver monthly Title I parent workshops in English and Spanish with the assistance of the Community Involvement Specialist.	Community Involvement Specialist	08/20/0607	06/04/08	Other/ Not Applicable	3000
Advertise all activities through the publication of the monthly parent newsletter.	Community Involvement Specialist	08/20/07	06/04/08	Other/ Not Applicable	1000
Sponsor evening activities for parents including FCAT Parent Night, Science Night, "Reading Under the Stars", Project Challenge Showcase, Orientation Nights for both sixth grade and magnet programs, and Night of Champions.	Reading Coaches	08/20/7	06/04/08	Other/ Not Applicable	500
Call students' homes using the Connect Ed system to encourage attendance, build enthusiasm, and create a tone of personal invitation.	Administrator	08/20/07	06/04/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Parent Academy Workshops on:

1. Utilizing the district's Parent Portal
2. Understanding the district's student attendance policy

Evaluation

The objective for parental involvement will be measured and assessed by comparing the number of parents who attended school events during the 2006-2007 school year with the 2007-2008 school year. In addition, the objective will be monitored by:

- (1) Copies of monthly newsletters sent to parents
- (2) Attendance rosters for all evening activities
- (3) Copies of flyers sent to parents in English and Spanish
- (4) Telephone Contact Logs maintained by the Community Involvement Specialist
- (5) Parent Academy participation rosters

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

The school will provide a safe and disciplined environment for all students.

Needs Assessment

Our most current data on suspensions indicate that in 2006-2007 Miami Springs Middle School had 298 outdoor suspensions. It is a district objective to decrease the number of suspensions in order to increase student learning time.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Instruct students in the consequences of inappropriate school behavior through classroom presentations	Student Services Department Chairperson	08/20/07	06/04/08	Other/ Not Applicable	0
Refer students to counseling in lieu of outdoor suspensions.	Administrators	08/20/07	06/04/08	Other/ Not Applicable	2500
Familiarize students with the Code of Student Conduct.	Social Studies Department Chairperson	08/20/07	06/04/08	Other/ Not Applicable	0
Instruct students in appropriate school behavior through classroom presentations	Student Services Department Chairperson	08/20/07	06/05/08	Other/ Not Applicable	0
Motivate and reward students with Eagle Scholar points for academic achievement and appropriate behaviors.	Career Specialist	08/20/07	06/04/08	Other/ Not Applicable	500

Research-Based Programs

Not Applicable

Professional Development

Code of Student Conduct
Small Learning Communities

Evaluation

The objective will be evaluated by comparing the number of suspensions in the 2007-2008 school year to the number of suspensions in the 2006-2007 school 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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

At Miami Springs Middle School grades have traditionally been reported to students and their parents at the end of the grading period. Due to the district's emphasis on high academic standards and student achievement, there is a need for all concerned to effectively monitor pupil progression through the use of the District's electronic grade book.

Measurable Objective

Given instruction and support from the Information Technology Services Department of Miami-Dade County Public Schools, teachers will utilize electronic grade reporting as evidenced by 100 percent of teachers implementing the electronic grade book as documented by the end of the year grade reporting.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide training for all new teachers to the school site on the use of the electronic grade book.	Grade Book Manager	08/20/07	06/04/08	Other/ Not Applicable	500
Create an individualized personal training CD for each new teacher to use as a reference.	Grade Book Manager	08/20/07	06/04/08	Other/ Not Applicable	100
Provide on-going support for instructional staff.	Technology Coordinator	08/20/07	06/04/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

On-site follow-up training on the electronic grade book

Evaluation

This objective will be evaluated through the electronic grade reporting made available by the Information Technology Services Department.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

The school will promote the overall health and fitness of students.

Needs Assessment

According to the FITNESSGRAM Test, 50 percent of the students who took Physical Education at Miami Springs Middle School met the minimum health level of fitness during the 2006-2007 school year. When the skin-fold caliper test was administered, 60 percent of the students tested did not meet the acceptable level of fitness required to maintain a healthy lifestyle and reduce preventable diseases. When the push-up test was administered, 50 percent of the students tested did not meet the acceptable level of fitness required to maintain a healthy lifestyle and reduce preventable disease. When the curl-up test was administered, 50 percent of the students tested did not meet the acceptable level of fitness required to maintain a healthy lifestyle and reduce preventable diseases. When the mile run test was administered, 40 percent of the students tested did not meet the acceptable level of fitness required to maintain a healthy lifestyle and reduce preventable diseases.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards 55 percent of the students who take Physical Education at Miami Springs Middle School will meet an acceptable level of fitness required to maintain a healthy lifestyle based on the FITNESSGRAM test program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer the FITNESSGRAM pre-and post tests.	Physical Education Department Chairperson	08/20/07	06/04/08	Student Wellness	0
Conduct 30 minutes of instructional exercise focusing on improving every student's overall fitness levels.	Physical Education Department Chairperson	08/20/07	06/04/08	Student Wellness	0
Analyze the pre-test and give each student a personalized prescription containing diet and exercise activities.	Physical Education Department Chairperson	08/20/07	06/04/08	Student Wellness	0
Create and maintain an exercise log for each student.	Physical Education Teachers	08/20/07	06/04/08	Student Wellness	300
Create a fitness contract for each student.	Physical Education Teachers	08/20/07	06/04/08	Student Wellness	200

Research-Based Programs

The FITNESSGRAM test program by Cooper Institute for Aerobics Research

Professional Development

FITNESSGRAM test administration kit training

Evaluation

Students enrolled in physical education at Miami Springs Middle School will be administered a Pre- and Post-Test of the FITNESSGRAM test program. All physical education teachers will have access to the accompanying software, which will facilitate the individualized prescription report process in an effort to target desired results for both the students and the program.

Electives & Special Areas 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Electives & Special Areas Statement

Students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Current practices hold that Fine Arts classes are available only to students scoring a three or above on the Florida Comprehensive Assessment Test.

Measurable Objective

Given emphasis on the benefits of participating in the Fine Arts programs the number of performances presented by students will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Fine Arts Department to recruit and select eligible students for the advanced fine arts classes.	Fine Arts Department Chairperson	08/20/07	06/04/08	Academic Enrichment Opportunities	0
Enroll students in the after school fine arts enrichment programs.	Fine Arts Department Chairperson	08/20/07	06/04/08	Academic Enrichment Opportunities	5000
Analyze test scores to ensure that all students who meet the criteria are given the opportunity to participate in the fine arts programs.	Administrators	08/20/07	06/04/08	Continuous Improvement Model	0

Research-Based Programs

Not Applicable

Professional Development

Participation in District sponsored inservice or mastery classes provided by the University of Miami Department of Music and Musical Theatre and the Greater Miami Opera Guild, and participation in the Division of Life Skills Arts For Learning Programs.

Evaluation

This objective will be evaluated by comparing the number of performances given by the fine arts department during the 2007-2008 school year with the number of performances given by the fine arts department during the 2006-2007 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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Miami Springs Middle School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Miami Springs Middle School ranked at the 63rd percentile on the State of Florida ROI index.

Measurable Objective

Miami Springs Middle School will improve its ranking on the State of Florida ROI index publication from the 70th percentile in 2005 to the 71st percentile on the state of Florida ROI index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrators	08/20/07	06/04/08	Business Process Redesign	0
Collaborate with the district on resource allocation.	Administrators	08/20/07	06/04/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	08/20/07	06/04/08	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies	Administrators	08/20/07	06/04/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Miami Springs Middle School will show progress toward reading the 71st percentile.

EESAC Compliance

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

Budget:

SAC participates in the decision to purchase Accelerated Reader materials and books, Reading is Fundamental (RIF) books for students, and educational materials for teachers, as requested.

Training:

The SAC recommends the continuation of staff development supporting the goals of the School Improvement Plan (SIP) and the No Child Left Behind's (NCLB) Adequate Yearly Progress in reading, writing, mathematics, science and advanced academics.

Instructional Materials:

SAC monitors the implementation of the SIP strategies and objectives. To enhance reading achievement, classroom libraries are continuously updated.

Technology:

SAC participates in all aspects of technology utilization and training. SAC recommends the continuation of infusing technology into the classroom and continuation of training in various computer programs such as: Riverdeep, Assess2Learn, Reading Plus, Inspiration, FCAT Explorer, Plato Credit Recovery Program, Edusoft, and Read 180.

Staffing:

SAC endorses the inclusion of Department Chairpersons and/or other staff members in interviews for open positions as appropriate.

Student Support Services:

The SAC recommends the identification of students needing assistance and their referral to counselors by teachers or by teams. Parents will be notified of students' academic difficulties.

Other Matters of Resource Allocation:

SAC endorses the implementation of the after school tutoring program in the areas of reading, writing, mathematics, and science. Additional funds are used to upgrade the media center's materials and technology.

Benchmarking:

SAC, in conjunction with the Instructional Improvement Team, develops a calendar of benchmarks of the Sunshine State Standards in reading, mathematics, writing, and science.

School Safety & Discipline:



School Improvement Plan 2007-2008



SAC reviews the discipline plan and tardy policy and offers suggestions to assist teachers who encounter problems.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	27500
Mathematics	26900
Writing	5000
Science	63400
Parental Involvement	6500
Discipline & Safety	3000
Technology	600
Health & Physical Fitness	500
Electives & Special Areas	5000
Return On Investment	0
Total	138400



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