

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**Jose Mas Canosa Middle (6771)**

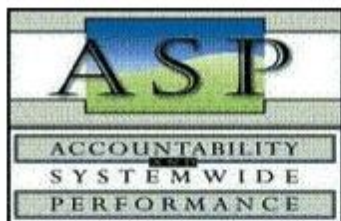
Feeder Pattern - District Offices

Regional Center VI

District 13 - Miami-Dade

Principal - Pablo Ortiz

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Located in the southwest section of Miami-Dade County, Florida, Jorge Mas Canosa Middle School opened its doors in the fall of 2007 with 81 faculty and staff members and a student enrollment just under 1,300. Named after one of Miami's notable leaders, the school prides itself on its rigorous and structured curriculum that promotes global literacy through the study of languages. Through our collaboration with the University of Cambridge (UK) and the Ministry of Education and Science of the government of Spain, Jorge Mas Canosa Middle School students will be afforded an opportunity to pursue a rigorous curriculum with an international focus that addresses the highest standards of both the State of Florida and the European Union educational system of Spain.

Our dual language program offers many advantages. Students not only have a broader perspective on current events and global issues, they are also more accepting of cultural and ethnic differences. They are provided greater opportunities through their familiarity with both cultures. Additionally, student achievement data has indicated that students who participate in the dual language program score higher on tests than students in neighboring monolingual schools.

Given instruction using the Sunshine State Standards, 58% of sixth grade and seventh grade students will demonstrate high standards in reading as evidenced by scoring a Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) and English Language Learners (ELL) will improve their reading skills as evidenced by 51% of students scoring at or above Level 3 on the 2008 FCAT Reading Test.

Given instruction using Sunshine States Standards, students in grades 6 and 7 will demonstrate high standards in Mathematics as evidenced by 62% scoring a Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grades 6 and 7 will increase their skill proficiency in writing, as evidenced by a 1% increase in the number of students scoring at Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, students in grades 6 and 7 will improve their science skills as evidenced by an increase of 35% of students scoring at Level 3 or higher on the 2008 administration of the FCAT Science Test as compared to the District's average.

Given the need to establish a link between school, home, and community, parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental involvement by 5 percentage points when compared to the District's average as evidenced by student and parent participation rosters.

Given the need to establish an environment that is safe and conducive to learning, the number of suspensions will decrease by 50% as evidenced by comparison to the District's average.

Given the need to develop, reinforce, and improve communication through technology, 100% of the faculty and staff will use technology as a means for internal and external communication, gradebook and attendance, and accessing Miami-Dade County Public School's Professional Development Portal, as evidenced by the number of teachers completing electronic progress reports and the number of teachers who are able to take attendance via the electronic gradebook.

Given instruction based on the Miami-Dade County Public School's mandated FITNESSGRAM standards, students in grade six will improve their physical fitness level as evidenced by a three percentage point gain of students obtaining a level Gold or Silver in the 2008 FINTESSGRAM as compared to the District's average.

Given emphasis on the dual language program, the number of students participating in the intermediate and advanced level foreign language courses will increase by 5% as evidenced in comparison to the District's average.

Jorge Mas Canosa Middle School's Return on Investment (ROI) percentile ranking will be in the 94th percentile group. (As a new school, OPI results are not available.)

Jorge Mas Canosa Middle School's curriculum is organized and structured to provide students with demanding, meaningful, and diverse experiences in their first years of a unique secondary education. As part of the Middle School Secondary Reform model, Jorge Mas Canosa Middle School operates under the 4x4 block schedule. This model will help JMC Middle to produce students that are academically proficient and globally literate by offering dual-language school-wide instruction, the University of Cambridge Checkpoint curriculum, and the Spanish International Studies Program.

Producing a globally literate citizenry also requires allowing students the opportunity to explore a variety of electives in the areas of Visual and Performing Arts, Sports and Wellness, and Technology and Career Exploration. Encouraging students to perform at their maximum potential, giving them the tools with which to thrive in the international environment, and preparing them for high school and post secondary school experiences is our final destination.



# 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.

## 6771 - JOSE MAS CANOSA MIDDLE

### VISION

The vision of Jorge Mas Canosa Middle School is to provide an environment conducive to developing global literacy.

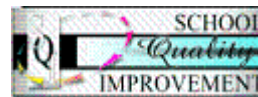
### MISSION

The mission of Jorge Mas Canosa Middle School is to provide a rigorous international education that challenges our students to become globally literate by inspiring them to achieve their maximum potential while meeting their personal, social and cognitive needs.

### CORE VALUES

# School Improvement Plan

## 2007-2008



### Global Literacy

We recognize that the education we provide our students must be in harmony with global realities that require our students to be competent not only in reading, writing, literature, the arts, technology, science, mathematics and history but also be proficient in a foreign language. Since the study of international interdependency and world languages is essential for today's students, each discipline of the curriculum must reflect a global perspective.

### Leadership

All our students will aspire to achieve their best, secure in the knowledge that they have learned to apply the skills, knowledge and understanding necessary with which to meet the challenge of becoming effective teens ready to contribute to today's community and ready to become tomorrow's leaders.

### Collaboration

We are committed to providing an environment that fosters collaboration among all stakeholders. This process demands deep, meaningful conversations through open forums for discussion, sharing of best practices, professional development, and interactive debates, that result in the enhancement of the educational experience for our students.

### Safety

Our school will take the necessary precautions and utilize all of our resources including our local community's cooperation in helping us achieve the highest degree of safety for all our students. We all have a vested interest in this endeavor.

### Accountability

We believe in a proactive approach to accountability whereby student and staff performance goals and expectations are clearly established and monitored. A continuous improvement philosophy is embedded into our decision making process to ensure intended outcomes for student achievement.

### Character

We will guide students throughout their educational experience so that they look to their own values and integrity as guideposts for their choices and actions. We will nurture them while they develop a vision of which they are as individuals and teach them to respect the individuality of those around them. We will help them build the confidence in their ability to make their own informed choices.

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## **School Demographics**

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Jorge Mas Canosa Middle school is home to 745 sixth grade students and 551 seventh grade students, producing a total student body of 1,296 students. There are 596 females and 700 males. Fifteen students are of Asian (1% of the total student population), 114 are Black (8% of the total student population), 961 are Hispanic (75% of the total student population), 2 are Native American, 31 are multicultural (2% of the total student population), and 173 (13% of the total student population) students are White. The school's ELL population consists of 20 ELL Level 1, 30 ESOL Level 2, 30 ELL Level 3, and 11 ELL Level 4. One hundred four students are enrolled in the Gifted Program and 174 students comprise our Special Education population. Students With Disabilities include 1 Educable Mentally Handicapped, 9 Autistic students, and 19 Other Health Impaired.

All students pursue studies in language, literature, and humanities. Jorge Mas Canosa Middle School also meets the academic needs of students by offering a variety of classes at appropriate levels. The core content areas – Language Arts, Mathematics, Science, and Social Studies can be taken at the regular, advanced, and gifted levels. The core content areas are also offered as special enrollment courses for Students With Disabilities (SWD). Selected SWD students participate in Inclusion Programs for Language Arts, Mathematics, Science, and Social Studies. Inclusion courses keeps the school in alignment with Miami-Dade County Public School's goal of a 1:22 teacher-student ratio and SWD students benefit from the advantages of participating in general education classes.

Jorge Mas Canosa Middle School also offers Intensive Reading courses for Level 2 – as defined by the FCAT exam - readers and Intensive Reading Plus courses for Level 1 Readers. Intensive Math courses are also available for Level 1 and Level 2 math students. Approximately 109 students are enrolled in gifted classes. All of the core courses are offered at both the gifted and advanced levels.

### Unique Aspects: Advantages

Unique to Jorge Mas Canosa Middle School is that all students, regardless of origin, participate in our dual-language program. As part of the dual-language program, students pursue studies in language and literature, and humanities. The curriculum offerings reflect the school's focus on International Studies with intensive foreign language learning. All students will follow an educational plan to prepare them for challenging courses in high school and will also benefit from the cognitive benefits derived from learning a World Language: Spanish. Students demonstrating a high level of proficiency will be able to take additional language courses.

Jorge Mas Canosa Middle School's curriculum is organized and structured to provide students with demanding, meaningful, and diverse experiences in their first years of a unique secondary education. As part of the Middle School Secondary Reform model, Jorge Mas Canosa Middle School operates under the 4x4 block schedule. This model will help Jorge Mas Canosa Middle School to produce students that are academically proficient and globally literate by offering dual-language school-wide instruction, the University of Cambridge Checkpoint curriculum, and the Spanish International Studies Program.

During the middle school years, students develop keen interests in areas outside the core subjects of English, mathematics, science and social studies. At Jorge Mas Canosa Middle, students will be able to take a full range of electives with in-depth study in a pathway of their choosing -- Visual and Performing Arts, Technology and Career Exploration, or Sports and Wellness. Students with broad interests may choose electives within several pathways.

Another unique aspect of JMC Middle's curriculum is the Wellness Program offered through the Physical Education courses. Students are exposed to health and fitness concepts while enjoying use of our fitness room which includes video treadmills, a rock climbing wall, and free weights.

Producing a globally literate citizenry also requires allowing students the opportunity to explore a variety of electives in the areas of Visual and Performing Arts, Sports and Wellness, and Technology and Career Exploration. Encouraging students to perform at their maximum potential, giving them the tools with which to thrive in the international environment, and preparing them for high school and post secondary school experiences is our final destination.

### Unique Aspects: Areas of Concern

Jorge Mas Canosa faces several challenges in the internal operations and interactions with the surrounding community. Some challenges include informing both parents and students of the need to both read and write in English and Spanish, the importance of daily attendance, complying with the school's uniform policy, and following procedures for parent drop-off and pick-up. Our goal is to provide a safe and high-performing learning environment for our students. To accomplish these goals, we will work closely with parents and solicit support from our EESAC and Dade Partners.

The administrative team will continue to uphold Jorge Mas Canosa Middle School's uniform policy – rewarding those students who comply and issuing sanctions for those who don't (special circumstances will be evaluated on an individual basis). We will also continue to promote the benefits of communicating in two languages, the primary benefit being increased competitiveness on the global stage. Lastly, the Jorge Mas Canosa Middle School's administrative team will continue to promote safety by encouraging parents to follow proper procedures for student drop-off and pick-up. As a unified front, we can meet or even surpass all of our goals.

### Teacher Demographics



# School Improvement Plan

## 2007-2008



JMC Middle has a highly professional, qualified core group of educators. The school profile consist of 4 administrators, 1 lead teacher, 73 classroom teachers (including one National Board Certified Teacher), 4 paraprofessionals, 3 guidance counselors, 1 media specialist, 1 media assistant, 6 office staff members, 10 cafeteria workers, 2 security guards, and 10 custodians. There are 77 full-time instructional staff members (95% of total instructional staff members – including the media specialists and 3 guidance counselors) and 4 part-time instructional staff members, roughly 5% of the total number of instructional employees. Of the teaching staff, 11 are new teacher teachers. The leadership team consists of 8 teachers: a Language Arts Curriculum Leader, a Mathematics Curriculum Leader, a Science Curriculum Leader, a Social Studies Curriculum Leader, a SPED Curriculum Leader, an Electives Curriculum Leader, a Physical Education Curriculum Leader, and a Reading Contact.

The ethnic composition of the full-time instructional staff is as follows: 5 Black (7%), 16 White (22%), 47 Hispanic (64%), 0 Native American (0%), and 5 Asian (7%). The ethnic composition for the four part-time instructional staff members are as follows: 3 Hispanic (75%) and 1 White (25%).

### Class Size/Teacher-To-Student Ratio

Class size averages are 21.44 for students in sixth grade and seventh grade. SWD populations are slightly smaller, averaging 19 students for sixth grade classes and 17 students for seventh grade classes. Jorge Mas Canosa Middle School's average student-teacher ratio for grades six and is 1:21.45 based on the district allocation plan.

### Attendance Rate

According to M-DCPS attendance data, the attendance average for the last three school years for both the district and Region VI is approximately 95%. Through teamwork, parental involvement, and the administration's push for 100% attendance, Jorge Mas Canosa Middle School will exceed both the district and region's averages by 1%.

### Feeder Pattern

Jorge Mas Canosa Middle school is a part of the Felix Varela Senior High School feeder pattern. Beginning with their 9th grade year, the majority of our students will continue their secondary education at Felix Varela Senior High School. Some of our gifted and advanced students may choose to attend Coral Reef Senior High School to pursue the magnet track.

### Special Programs

As previously described in our introduction, Jorge Mas Canosa Middle School offers several competitive programs that offer an enriched academic experience for middle school students. The Spanish International Studies Program and the Cambridge Program are just two of the school-wide plans that will promote academic excellence and global literacy. Jorge Mas Middle School was also recently awarded the School of Choice grant.

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## ***School Foundation***

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### **Leadership:**

#### Leadership

The administration and the EESAC at Jorge Mas Canosa Middle School will work collaboratively to define a vision and established goals for the improvement of student achievement. The administration and elected members of the EESAC will use consensus management to improve the potential of every student.

### **District Strategic Planning Alignment:**

The driving force used to ensure the implementation of the School Improvement Plan at Jorge Mas Canosa Middle School is the 8-Step Continuous Improvement Model. Jorge Mas Canosa Middle School's curriculum is organized and structured to provide students with demanding, meaningful, and diverse experiences in their first years of a unique secondary education. As part of the Middle School Secondary Reform model, Jorge Mas Canosa Middle School operates under the 4x4 block schedule. This model will help JMC Middle to produce students that are academically proficient and globally literate by offering dual-language school-wide instruction, the University of Cambridge Checkpoint curriculum, and the Spanish International Studies Program.

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### **Stakeholder Engagement:**

Stakeholder Engagement  
OPIS Data Unavailable

### **Faculty & Staff:**

Faculty and Staff  
OPIS Data Unavailable

### **Data/Information/Knowledge Management:**

Data/Information/Knowledge Management  
OPIS Data Unavailable



# School Improvement Plan

## 2007-2008



### **Education Design:**

The driving force used to ensure the implementation of the School Improvement Plan at Jorge Mas Canosa Middle School is the 8-Step Continuous Improvement Model. Jorge Mas Canosa Middle School's curriculum is organized and structured to provide students with demanding, meaningful, and diverse experiences in their first years of a unique secondary education. As part of the Middle School Secondary Reform model, Jorge Mas Canosa Middle School operates under the 4x4 block schedule. This model will help JMC Middle to produce students that are academically proficient and globally literate by offering dual-language school-wide instruction, the University of Cambridge Checkpoint curriculum, and the Spanish International Studies Program.

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### **Performance Results:**

Performance Results-

OPIS Data Unavailable





# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

Not applicable

### **Disaggregated Data :**

### **Informal and Formal Assessments:**

### **Alternative Instructional Delivery Methods :**

**Schools Offering Primarily Grades 6 through 12**

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

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

**Differentiated Innovative Approaches to Instruction**

Jorge Mas Canosa Middle School's curriculum is organized and structured to provide students with demanding, meaningful, and diverse experiences in their first years of a unique secondary education. As part of the Middle School Secondary Reform model, Jorge Mas Canosa Middle School operates under the 4x4 block schedule. This model will help JMC Middle to produce students that are academically proficient and globally literate by offering dual-language school-wide instruction, the University of Cambridge Checkpoint curriculum, and the Spanish International Studies Program.

**Responsibility of Teaching Reading for Every Teacher**

Curriculum planning sessions were scheduled throughout the summer to ensure Focus Calendars included opportunities for reading support throughout each classroom and subject area. Each teacher, regardless of subject area responsibility, will provide opportunities for reading to help increase fluency and comprehension in all our students. All students and teachers will also participate in the school wide reading incentive program through the use of the Accelerated Reader Program.

**Quality professional development for Teachers and Leaders**

Teachers have been surveyed to pinpoint specific areas of professional development needs. A menu and schedule of professional development opportunities have been organized throughout the school year to ensure the highest quality teaching and learning is taking place. Teachers have been trained in co-teaching, inclusion, reading, technology, SmartBoards, and classroom management. Additionally, each department has been provided professional development in specific areas relative to their subject matter. Ongoing and follow-up professional development will be offered throughout the year.

**Small Learning Communities**

In an effort to create a smaller learning community for both students and teachers, Jorge Mas Canosa Middle School has adopted the middle school teaming concept. There are four sixth grade teams and four seventh grade teams. Each team consists of at least one core teacher, one SPED teacher, and one elective teacher.

**Parental Access and Support**

Parents/guardians of all M-DCPS students have access to the Parent Portal. This tool allows parents to see student grades, attendance, and even bus information. Our school also has a designated Parents Resource Center for all Jorge Mas Canosa Middle School parents that wish to volunteer their time or participate in academic and/or extracurricular activities. The administration and staff are extremely interested in working cooperatively with parents to provide a successful school experience for students. This is supported through ongoing and productive communication between the parent and the teacher.



# School Improvement Plan

## 2007-2008



Parents can support the school by becoming involved in the school's PTSA/SIPA. Jorge Mas Canosa Middle has a very active PTSA/SIPA that has dedicated extensive time and energy to support the school's quest for excellence. The PTSA/SIPA Board of Directors has accepted the dual responsibilities of PTSA/SIPA Board and Citizens Advisory Committee.

### Applied and Integrated Courses

The goal of producing globally literate students supports the need to integrate and apply the course work being offered to our students. The mathematics and science curriculum has been integrated to ensure the correlation between the two subjects. Also, language arts and social studies teachers worked diligently to produce a focus calendar based on themes to better correlate the learning in each area. Finally, the Spanish language arts and the humanities worked with the English language arts and social studies respectively to align the curriculum and allow students to bridge the information and make connections across the curriculum.

### Course Choice Based on Student Goals/Interests/Talent

All students were offered the opportunity to choose among a host of pathways to best meet the interests and needs. Three pathways were designed to provide a well-rounded experience; Visual and Performing Arts, Sports and Wellness, and Technology and Career. Students have the option to either choose elective within a particular pathway or choose from two different pathways.

### Master Schedules Based on Student Needs

Jorge Mas Canosa is proud to be one of only three middle schools in Miami-Dade County Public Schools to be an approved Middle School Reform Model. This means students are offered eight (8) periods through a 4X4 block schedule. This schedule allows us the opportunity to uniquely provide our students all of the required core courses, two electives, and two courses in the target language as part of the dual-language program.

### Academic and Career Planning

The Student Services department supports the academic, career, and personal/social development of students at Jorge Mas Canosa Middle School by assisting school personnel, parent/guardians, and the community to empower and encourage students in the achievement of their maximum potential in a safe and effective learning environment.

Additional services offered at Jorge Mas Canosa Middle school include the availability of a Career Specialist (provides individual and group advisement to assist students in their career and academic exploration process), a Trust Counselor, (expertise is in prevention, intervention, referrals), and a School Psychologist, (responsible for assessments and consultation services for students who are experiencing academic and/or behavior problems).

## Reading Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Reading Statement**

All the students at Jorge Mas Canosa Middle School will be able to read on or above grade level.

### **Needs Assessment**

Data attained from the District Level Report indicates that 55% of sixth grade students met high standards in reading scoring Level 3 or above on the 2007 FCAT Reading Assessment, and 59% of seventh grade students met high standards in reading. District data also reflects that 43% of sixth grade students did not meet high standards, and 41% of seventh grade students did not meet high standards in reading. To ensure that subgroups such as SWD and ELL meet Adequate Yearly Progress (AYP), additional support will be given to these students through in class instruction and after school tutorial services. (As a new school previous AYP subgroup data is not available.)

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction using the Sunshine State Standards, 58% of sixth grade and seventh grade students will demonstrate high standards in reading as evidenced by scoring a Level 3 or above on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) and English Language Learners (ELL) will improve their reading skills as evidenced by 51% of students scoring at or above Level 3 on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify FCAT Level 1 and Level 2 students and schedule them in Intensive Reading or Intensive Reading + classes.	• Assistant Principal for Curriculum	7/07	3/08	District-wide Literacy Plan	0
Identify NCLB subpopulations ELL and SWD scoring in the lowest 25th percentile and schedule them for remediation/intervention courses and tutoring	• Assistant Principal for Curriculum	7/07	3/08	Continuous Improvement Model	0
Use district provided Interim assessments, FORF, and DAR to identify strengths and weaknesses of sixth and seventh grade students.	• Assistant Principal for Curriculum	7/07	3/08	District-wide Literacy Plan	0
Conduct monthly meetings using the Continuous Improvement Model.	Assistant Principal for Curriculum	7/07	6/08	Continuous Improvement Model	0
Utilize computer programs such as Reading Plus and FCAT Explorer to reinforce and enhance reading skills for students in grades 6 and 7.	Reading Teachers	7/07	6/08	District-wide Literacy Plan	0
Provide Professional Development for teachers on CRISS strategies, Reciprocal Teaching, Best practices in Reading, FCAT testing, evaluation and scoring, scope and sequence, curriculum mapping, and innovative and effective hands-on activities, cooperative learning groups, and analysis of test items and benchmarks.	• Assistant Principal for Curriculum	7/07	6/08	District-wide Literacy Plan	3000
Utilize the Cambridge checkpoint textbooks to help supplement lessons and assist students in understanding the Sunshine State Standards.	• Assistant Principal for Curriculum	7/07	6/08	District-wide Literacy Plan	0

### Research-Based Programs

- Scholastic Read XL-grades 6 & 7
- Reading Plus computer-based program
- Reading Advantage

### Professional Development

- Creating Independence through Student-Owned Strategies (CRISS)
- The Continuous Improvement Model (CIM)
- The Comprehensive Reading Plan

### Evaluation

This objective will be evaluated by the 2008 Reading FCAT Assessment. Progress monitoring tools such as the FORF, Interim Assessments, and Tri-Weekly Assessments will also be used to measure student progress.

## Mathematics Goal

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

#### **Florida Education Priorities**

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

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#### **District Strategic Plan**

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

### **Mathematics Statement**

All students at Jorge Mas Canosa Middle School will be able to perform on or above grade level in mathematics.

### **Needs Assessment**

Data obtained from the district level report indicates that 49.5% 6th and 7th grade students met high standards by scoring at Level 3 or higher on the 2007 mathematics subtest of the FCAT (44% of 6th grade students and 55% of 7th grade students). It also indicates that 48.5% of the 6th and 7th grade student did not meet high standards scoring Levels 1 or 2. The data also revealed that more emphasis needs to be given to areas such as measurements, which was a challenge for both 6th and 7th grade students, algebraic thinking at the sixth grade level, and geometry at the seventh grade level. (As a new school, previous data is not available for AYP subgroups.)

### **NCLB Subgroup Target**

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

### Measurable Objective

Given instruction using Sunshine States Standards, students in grades 6 and 7 will demonstrate high standards in Mathematics as evidenced by 62% scoring a Level 3 or above on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in grades six and seven who scored at FCAT Level 1 in mathematics in all subgroups and schedule them in Intensive Math Classes with A+ as a support.	• Assistant Principal for Curriculum	8/07	6/08	Continuous Improvement Model	0
Identify and place students in advanced and gifted mathematics classes to allow for extended opportunities for advanced students	• Assistant Principal for Curriculum	8/07	6/08	Continuous Improvement Model	0
Conduct monthly meetings, using the CIM model, with teachers on course assignments to examine and analyze student's performance and adjust curriculum maps.	• Assistant Principal for Curriculum	8/07	6/08	Continuous Improvement Model	0
Provide professional development for teachers in CRISS strategies, Edusoft, Best Practices, Snapshot, and use of hands-on activities in cooperative learning groups for instructional delivery of measurement, algebra, and geometry concepts.	• Mathematics Department Chair	8/07	6/08	Continuous Improvement Model	3000
Involve teachers in on-going data-driven decisions making by providing them with all available data to enable an analysis of the progress of their students.	• Assistant Principal for Curriculum	8/07	6/08	Continuous Improvement Model	0

### Research-Based Programs

Riverdeep

FCAT Explorer

Gizmos programs will also be used to supplement instruction.

### Professional Development

Professional development will include training and inservices on resources for the implementation of the School Improvement Plan such as:

- Creating Independence through Student-Owned Strategies (CRISS)
- Data Analysis for data-driven instruction
- Manipulatives such as graphing calculators in mathematics
- Gizmos
- Edusoft and Snapshot
- Glencoe Mathematics Applications and Concepts
- Curriculum Mapping
- RiverDeep

### Evaluation

The success of this objective will be measured by the 2008 FCAT Mathematics Test. In addition, the other monitoring tools used to identify student's achievements are the Interim Assessments, Tri-Weekly Assessments, and in-house benchmark testing.

## Writing Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Writing Statement**

All students at Jorge Mas Canosa Middle School will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

### **Needs Assessment**

Data attained from District Level Reports indicate that 84% of 8th grade students met high standards by scoring 3.5 or higher on the 2007 FCAT Writing+. Data also indicates that 16% of 8th graders did not meet high standards in writing. The results of the test data indicates that students need opportunities to practice writing skills that encompass the four writing elements: focus, organization, support, and conventions. These writing opportunities should indicate practice in support that incorporates details, examples, vivid language and mature word choice to ensure students achieve high standards. (As a new school, previous data is not available.)

### **NCLB Subgroup Target**

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



### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 6 and 7 will increase their skill proficiency in writing, as evidenced by a 1% increase in the number of students scoring at Level 3.5 or higher on the 2008 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the use of the 6.0 writing rubric for students to edit and grade sample essays	• Assistant Principal for Curriculum	8/07	6/08	Continuous Improvement Model	0
Incorporate the Writing Process across the curriculum and utilize the Cambridge Checkpoint textbook to help supplement lessons and to assist students in understanding the Sunshine State Standards.	• Assistant Principal for Curriculum	8/07	6/08	District-wide Literacy Plan	0
Provide small group tutoring before or after school for those students scoring at 3.5 or lower in the school developed essay pre-test	• Reading and Language Arts Teachers	11/07	2/08	District-wide Literacy Plan	5000
Provide professional development to teachers in order to utilize the FCAT writing rubrics to instruct students in the evaluation process of effective writing in grades six and seven.	Language Arts Chair	8/07	6/08	Continuous Improvement Model	0

### Research-Based Programs

Project CRISS

### Professional Development

Professional development training will be provided for all teachers that will include: holistic scoring, writing strategies, CRISS strategies, Six+ Traits of Writing, and Best Practices/Department Meetings.

### Evaluation

This objective will be evaluated by using the following strategies:

1. Tri-Weekly Assessments
2. Writing pretest administered 9/07 and the posttest in 4/08
3. Midterm Essay exam (administered through Language Arts classes)
4. District pre and post-writing assessments
5. FCAT Writes+ 2008 test
6. Teacher generated classwork, homework, and quiz/test

### Science Goal

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

**Florida Education Priorities**

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

**Science Statement**

All students at Jorge Mas Canosa will work toward the development of Science State Mastery Skills.

**Needs Assessment**

Data obtained from the district level report indicates that 29% of all 8th grade students met high standards by scoring at Level 3 or higher on the 2007 science subtest of the FCAT. It also indicates that 71% of eighth graders did not meet high standards scoring, only scoring at Level 1 or Level 2. The result of the test data indicate that students need to participate in science labs with emphasis on scientific method and how it relates to everyday life, critical thinking skills, and use scientific process skills to interpret data. By tailoring instruction, scores in Physical and Chemical Science, Earth/Space Science, Life and Environmental Science, and Scientific Thinking will increase. (As a new school, previous AYP subgoal data is not available.)

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 6 and 7 will improve their science skills as evidenced by an increase of 35% of students scoring at Level 3 or higher on the 2008 administration of the FCAT Science Test as compared to the District's average.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate labs/hands-on activities a minimum o once a week.	• Science Teachers	8/07	6/08	Continuous Improvement Model	0
Analyze data and provide feedback to teachers and students from Snapshot, FCAT Science Sample Pre and Post Tests adhering to the CIM.	• Assistant Principal for Curriculum	8/07	6/08	District-wide Literacy Plan	0
Use Glencoe McGraw-Hill textbooks and Cambridge Checkpoint textbooks to assist students in understanding sunshine state standards.	Science Chair	8/07	6/08	District-wide Literacy Plan	0
Incorporate nationally research-based websites and technology programs such as GIZMOS to supplement lessons in areas such as Life Science, Earth Space, Scientific Method, and Physical and Chemical Science.	• Assistant Principal for Curriculum	8/07	6/08	Continuous Improvement Model	0
Involve teachers in ongoing data driven decision making by providing them with all available data to enable an analysis of the progress of their students	• Assistant Principal for Curriculum	8/07	6/08	Continuous Improvement Model	0

### Research-Based Programs

Riverdeep, Gizmos

### Professional Development

Provide training in the following

- Implementation of science fair projects
- Riverdeep
- CRISS
- Edusoft
- Gizmos
- District based science in-services

### Evaluation

This objective will be evaluated by the percentage of students that complete science projects, scores on the 2008 FCAT Science Test, District Science Interim assessments, and tri-weekly assessments.

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

### **Parental Involvement Statement**

Jorge Mas Canosa Middle School will increase parental support of the school's academic programs.

### **Needs Assessment**

Family involvement in the education of children is essential to academic achievement and support of the overall school goals. By utilizing communication links such as Connect Ed, the Parent Academy, email, and sending letters home, Jorge Mas Canosa Middle School will continue to increase parental involvement in the PTSA and our Parent Resource Center. (As a new school, previous parental involvement data is not available.)

### Measurable Objective

Given the need to establish a link between school, home, and community, parental involvement will continue to be an integral part of the school's mission. Additional services and activities will be provided in order to increase the level of parental involvement by 5 percentage points when compared to the District's average as evidenced by student and parent participation rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parental involvement in the PTSA and Parent Resource Center	Administrators	8/07	6/08	Other/ Not Applicable	0
Provide consistent parent contact by teachers, administrators, and counselors (via Gradebook or email) to ensure improvement in attendance, academics, and conduct	Administrators	8/07	6/08	District-wide Literacy Plan	0
Use the Jorge Mas Canosa Middle School webpage to communicate with parents regarding informational meetings, school events, and tutoring and after school programs.	Administrators	8/07	6/08	Other/ Not Applicable	0
Encourage parents to utilize the Parent Resource Center at Jorge Mas Canosa Middle School	Administrators	8/07	6/08	Other/ Not Applicable	0

### Research-Based Programs

Rutgers Center for Family Involvement in Schools  
The National PTA Standards for Parent and Family Involvement Programs

### Professional Development

Professional Development for parental involvement will include training on effective utilization of volunteers and Parental Academy training.

### Evaluation

This objective will be evaluated by using the following strategies:

1. Evidence of sign-in logs for the Parent Resource Center
2. Number of parents that joined the PTSA and registration of the Parent Academy

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

### **Discipline & Safety Statement**

Jorge Mas Canosa Middle School will promote discipline and safety programs that will encourage positive behavior modification while decreasing the total number of suspensions.

### **Needs Assessment**

As a new school, previous data is unavailable.

### Measurable Objective

Given the need to establish an environment that is safe and conducive to learning, the number of suspensions will decrease by 50% as evidenced by comparison to the District's average.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage teachers to create and enforce a positive learning environment and increase parental communication	Administrators	8/07	6/08	Student Wellness	0
Provide professional development for teachers in the area of classroom management strategies	Administrators	8/07	6/08	Student Wellness	0
Provide incentives to encourage positive behavior	Administrators	8/07	6/08	Student Wellness	0

### Research-Based Programs

Character Education  
Conflict Resolution Curriculum

### Professional Development

Professional development for Discipline and Safety will include training in the following workshops:

1. Paladin Student Orientation for 6th and 7th Grade Students
2. Classroom Management Strategies for teachers
3. SPED workshops
4. Inclusion Teaching

### Evaluation

This objective will be evaluated by using the following strategies:

1. Cognos reports on suspension rates
2. Results of OPI section for School Safety

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

### **Technology Statement**

Teachers at Jorge Mas Canosa Middle School will utilize technology as the primary tool for communication and recording grades and attendance.

### **Needs Assessment**

(As a new school, previous data is not available.)



### Measurable Objective

Given the need to develop, reinforce, and improve communication through technology, 100% of the faculty and staff will use technology as a means for internal and external communication, gradebook and attendance, and accessing Miami-Dade County Public School's Professional Development Portal, as evidenced by the number of teachers completing electronic progress reports and the number of teachers who are able to take attendance via the electronic gradebook.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development for teachers in the areas of Gradebook, MINT, and PD Portal access	Gradebook Manager	8/07	6/08	Other/ Not Applicable	0
Provide Smartboard training for teachers	Department Chairpersons	11/07	6/08	Other/ Not Applicable	0
Encourage departments and teams to develop department websites as a method to increase communication with parents	Department Chairpersons	8/07	6/08	Improve Public Perception	0

### Research-Based Programs

Not applicable

### Professional Development

Professional development for technology will include:

1. Gradebook training for attendance, grades, and statistical purposes
2. Edusoft training for all teachers and administrators
3. MINT Training
4. PD Liaison Training (The PD liaison will train the staff)

### Evaluation

This objective will be evaluated by examining the electronic log of teachers that were able to upload attendance and grades successfully.

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

### **Health & Physical Fitness Statement**

Jorge Mas Canosa Middle School students enrolled in physical education courses will improve their physical fitness levels.

### **Needs Assessment**

(As a new school, previous data is not available.)

### Measurable Objective

Given instruction based on the Miami-Dade County Public School's mandated FITNESSGRAM standards, students in grade six will improve their physical fitness level as evidenced by a three percentage point gain of students obtaining a level Gold or Silver in the 2008 FINTESSGRAM as compared to the District's average.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the components of the FITNESSGRAM, as evident by teacher lesson plans designed to address target areas	Physical Education Chair	8/07	6/08	Student Wellness	0
Create fun physical fitness activities designed to improve strength, endurance, and flexibility of core muscle groups	Physical Education Chair	8/07	6/08	Student Wellness	0
Collaborate with the Science Department to improve students' understanding of good nutrition and health.	Physical Education Chair	8/07	6/08	Student Wellness	0
Work with students to set realistic goals for improving individual cardiovascular physical fitness	• Physical Education Chair	8/07	6/08	Student Wellness	0

### Research-Based Programs

The FITNESSGRAM assessment is a research-based program that assists students in monitoring their own physical fitness levels from year to year. The program addresses all of the necessary components to ensure a physically fit individual, from nutrition to actual performance.

### Professional Development

Professional development for Physical Education will include proper test administration for the standards of the health FITNESSGRAM. Physical Education teachers will also be encouraged to participate in district-wide inservices for Health and Science Teachers.

### Evaluation

This objective will be evaluated by comparing the results of the 2007-2008 FITNESSGRAM with the District's average. The skin-fold and mile-run tests will be closely evaluated to create benchmarks for the 2008-2009 test.

## Electives & Special Areas Goal

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

#### **Florida Education Priorities**

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

### **Electives & Special Areas Statement**

Students at Jorge Mas Canosa Middle School will be given the opportunity to pursue intermediate and advanced level Spanish immersion courses.

### **Needs Assessment**

(As a new school, previous data is not available.)

### Measurable Objective

Given emphasis on the dual language program, the number of students participating in the intermediate and advanced level foreign language courses will increase by 5% as evidenced in comparison to the District's average.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify high performing students enrolled in beginning level Spanish courses that can succeed at the intermediate level and intermediate-level Spanish students that can succeed at the advanced level.	Lead Teacher	8/07	6/08	Dual Language	0
Conduct monthly meetings using the Continuous Improvement Model to ensure that the pacing guide is aligned with student progress	Lead Teacher	8/07	6/08	Continuous Improvement Model	0
Utilize computer technology, video libraries, and audio programs to strengthen student vocabulary and reinforce conversational Spanish skills	Lead Teacher	8/07	6/08	Dual Language	0
Collaborate with Elective Teachers to create activities that reinforce skills in the translation and conversational skills in the Spanish language (ex. musicals, art showings, plays, etc.)	Lead Teacher	8/07	6/08	Dual Language	0

### Research-Based Programs

Dual-language instructional model (MDCPS)

### Professional Development

Professional development for Electives and Special Areas will include additional teacher training in planning instruction and activities in both English and Spanish. Foreign Language teachers can also participate in CRISS, differentiated instruction, and curriculum mapping workshops.

### Evaluation

This objective will be evaluated by comparing student enrollment in intermediate and advanced level Spanish Language Arts and Spanish Humanities to that of the District's average. Department generated tests will also be used to evaluate student progress.

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Return On Investment Statement**

Jorge Mas Canosa Middle school will rank at or above the 94th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### **Needs Assessment**

As a new school, previous data from the OPI is not available.

### Measurable Objective

Jorge Mas Canosa Middle School's Return on Investment (ROI) percentile ranking will be in the 94th percentile group. (As a new school, OPI results are not available.)

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	8/07	6/08	Secondary School Reform	0
Collaborate with the district on resource allocation	Principal	8/07	6/08	District-wide Literacy Plan	0
Create additional programs to generate added revenue for the school	Principal	8/07	6/08	Secondary School Reform	0
Seek federal, state, and/or private grants	Principal	8/07	6/08	Parental Choice Options	0

### Research-Based Programs

Not applicable

### Professional Development

Meetings for the Principal on the above mentioned programs.

### Evaluation

This objective will be evaluated using the next State of Florida ROI index publication.

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***EESAC Compliance***

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YES	NO	
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**Budget:**

**Training:**

**Instructional Materials:**

**Technology:**

**Staffing:**

**Student Support Services:**

**Other Matters of Resource Allocation:**

**Benchmarking:**

**School Safety & Discipline:**



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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	3000
Mathematics	3000
Writing	5000
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>11000</b>



# 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*