

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Richmond Heights Middle School (6781)

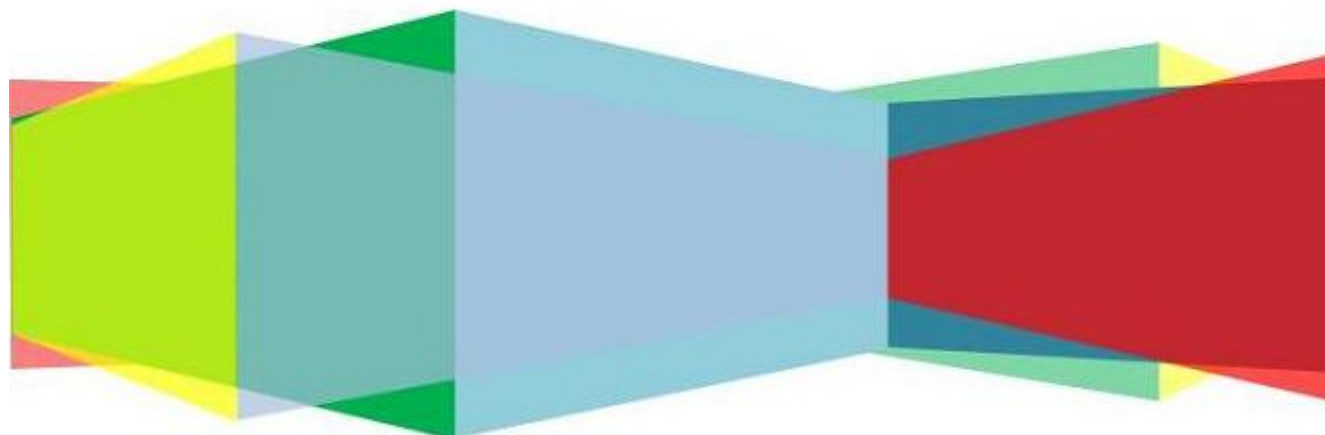
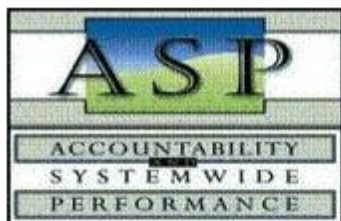
Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Mona Jackson, Ed.D.

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Richmond Heights Middle School is a Science/Zoo Magnet school serving a large geographic area with a multi-ethnic student population of 1013. Richmond Heights Middle School has a large special education program, which serves students with a wide range of exceptionalities, including a full academic gifted program. The administration, staff, parents, and business community are united in their efforts to provide students with a competency-based learning environment designed to increase student achievement and improve critical thinking skills. Richmond Heights Middle School has carefully analyzed and evaluated pertinent data such as the Demographic and Academic Profile, FCAT Norm-Reference Test Results, and the 2007 Florida Writing+ Assessment Test Results. Consequently, Richmond Heights Middle School, in conjunction with the Educational Excellence School Advisory Council, and based upon the Organizational Performance Improvement Snapshot, identified three areas of concern: 1. District Strategic Planning Alignment had a mean score of 4.2; 2. Business Results had a mean score of 4.2; and 3. Process Management had a mean score of 4.1.

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

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

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

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

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

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

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards SWD will increase their mathematics skills by 62 percent and attain high standards on the 2008 FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase of 2 percentage points in the number of students achieving high standards on the 2008 administration of the FCAT Writing +.

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 25 percent on the 2008 Science Test as compared to the 2007 FCAT Science Test

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

Given the need to keep students in school, the school will reduce the number of outdoor suspensions in 2007-2008 school year by 10 percent as compared to 2006-2007 documented by the COGNOS suspension report

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percent increase during the 2007-2008 school year as compared the 2006-2007 school year.

Given an emphasis on the use of technology in education, all teachers will increase their usage of technology as evidenced by 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the Miami-Dade County Public School mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by 50 percent of students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in the Agriscience program, the number of students enrolled in Agriscience will increase by ten percent during the 2007-2008 school year as compared to the 2006-2007 school year.



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Richmond Heights Middle School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 78th percentile in 2005 to the 79th percentile on the next publication of the index.

Based upon the results of the Organizational Performance Improvement Snapshot, the school identified three areas of concern: 1) District Strategic Planning Alignment- The school will focus on more effectively implementing strategic planning. Teachers completed base-line data regarding the development of Professional Learning Communities. Professional Learning Communities will be implemented during the 2007- 2008 school year. Faculty will become more aware of strategic planning and its importance to monitoring success in school. 2) Business Results – Faculty will utilize data to improve quality of their work. 3) Principal will continue to provide budget inservices. Additionally, faculty will be encouraged to write grants to help enhance opportunities for students. These areas impact student performance.

Strategies to achieve these objectives include the continued utilization of Competency-Based Curriculum and the Sunshine State Standards, the implementation of the Accelerated Reading Program, Reading Plus, READ 180, FORF, the use of computer labs equipped with Advance Learning System Diagnostic software, Accelerated Math program, Glencoe and Prentice Hall mathematics software programs, the expansion of technology infusion into the curriculum, a sustained silent reading program, use of classroom libraries, manipulatives, Creating Independence Thru Student-Owned Strategies (CRISS), and an increase of inclusion classes throughout the school. Staff development will continue through reading books, e.g., *When Kids Can't Read*, and *Integrating Differentiated Instruction Understanding by Design*; booklets, e.g., *Comprehensive Reading Plan*, *Mathematics and Science Literacy – Bridges to Careers*, *Write Traits*, F18.msscience.com (Glencoe Support for new science books) and *Inclusion*. Strategies are designed for all subgroups identified in No Child Left Behind (NCLB).



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.

6781 - RICHMOND HEIGHTS MIDDLE SCHOOL

VISION

Richmond Heights Middle School encourages students to attain academic success in spite of environmental factors. A safe learning environment is provided where all stakeholders (students, parents, teachers, community members, and administrators) believe, "Every child can learn" and, therefore, every child is expected to excel and reach his/her full potential. Parents are an integral part of the educational process. Furthermore, Richmond ensures that meaningful learning happens every day, and students enjoy attending and participating.

MISSION

Richmond Heights Middle School will seek to improve upon students' abilities to read, write, comprehend, and articulate through an integrated curriculum which prepares all students for the diversely multicultural and technological world of this twenty-first century.

CORE VALUES

See District's Core Values.

School Demographics

Facility/Community

Richmond Heights Middle School (RHMS) is located on 23.10 acres in southwestern Miami-Dade County at 15015 Southwest 103 Avenue. It was established in 1963. There are two buildings; the latest opening in 2002. There are eighty on-site classrooms, including one portable (with four classrooms) in addition to three off-site portable classrooms at Miami-Dade County's Metro Zoo for the zoo magnet program. All classrooms have been wired for Internet and Intranet, and have an average of three to four computers. The school continues to purchase technology and training for its various departments. Sixty-nine percent of the students at Richmond Middle are eligible for free or reduced price meals.

Student Demographics

Richmond Heights Middle School serves a socioeconomically diverse population of 1100 students from the surrounding neighborhood. The student population is comprised of 84 percent standard curriculum, 11 percent Students With Disabilities (SWD), 5 percent English Language Learners (ELL), and 10 percent full-time Gifted. The ethnic/racial makeup of the student population is 44 percent Black, 43 percent Hispanic, 8 percent Anglo, 1 percent Asian, 1 percent Indian, and 2 percent multi-racial. The income brackets range from low to upper middle level and the mobility rate is approximately 30 percent.

The 2007 Florida Comprehensive Assessment Reading Test indicated that 53 percent of RHMS students scored at or above Level 3 in reading. Forty percent of the Black population scored at a Level 3 or above on the FCAT Reading Test. Forty-nine percent of the Hispanic population of the school scored at a Level 3 or higher on the reading portion of the FCAT Test. Forty percent of the Economically Disadvantaged population scored at Level 3 or higher on the reading portion of the FCAT Test. Fourteen percent of the population of Students With Disabilities (SWD) scored at Level 3 or higher on the FCAT Reading Test.

Based on the results of 2007 administration of the FCAT Mathematics Test, 54 percent of the total school population scored a Level 3 or above. Thirty-eight percent of the Black population, 53 percent of Hispanic population, 43 percent of Economically Disadvantaged population and 13 percent of Students With Disabilities scored a Level 3 or above.

Unique Aspects: STRENGTHS

Richmond Heights Middle School offers several unique academic programs. The RHMS Zoo Magnet Program is one of a kind institute offered by the Miami-Dade County Public Schools System. The program has over three hundred students from various neighborhoods, ethnic backgrounds, and academic levels within Miami-Dade County. Students are afforded opportunities to work with various animals behind the scenes at Miami Metro Zoo. Students participating in the program also receive high school credit for the Earth/Space Science honors course. The students in this program also visit zoos in other states for research information on a variety of habitats. The Zoo Magnet Program has been featured in many news articles throughout the state. The lead teacher has presented the Zoo Magnet Program at various group conferences. She has participated in zoological field trips such as Rainforest in Mexico. In addition, the Agriscience curriculum elective is a strength which allows students to gain exposure to and/or explore career opportunities in the fields of forestry, horticulture, agricultural mechanics, and agricultural supplies and services. A greenhouse was erected on the grounds of Richmond Heights Middle School to facilitate this process. Students plant, cultivate, and have grown sunflowers, collard greens, tomatoes, green peppers, eggplants, and hanging plants. They learn how to become entrepreneurs by selling the fruits of their labor in order to buy additional supplies for the program. The students participate in activities such as "The Fairchild Challenge" and Miami-Dade County Youth Fair. Students were awarded prizes from first place to honorable mention in a number of categories.

The statement "all children can learn" is component of Richmond Heights Middle School's mission. This phrase emphasizes that no matter what disabilities or strengths a child may possess, if given the right environment he or she can achieve and learn at their respective pace and level. The inclusion of Special Education (SPED) students into the general education core classes works very well by providing the students with a challenging environment. Students are taught by a general education teacher and a SPED teacher. This method allows students to be exposed to skills using two different teaching styles. The teachers are also better able to recognize and accommodate different learning styles.

A Global Studies program will be offered to incoming sixth graders for the 2007-2008 school year to prepare students with the necessary skills to compete in a highly competitive world.

RHMS possesses a strong partnership with Florida International University through the Partnership in Academic Communities (PAC) Program which provides a number of additional resources, including tutors, supplies, and academic materials to enhance the mathematics and language arts curricula.

Richmond Heights Middle's Leadership Literacy team is comprised of administrators, reading coach, curriculum council, and teachers. They provide inservices for teachers to learn new strategies to increase students' academic skills.

Unique Aspects: AREAS OF CONCERN



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Richmond Heights Middle School received a grade of "C" from the Florida Department of Education Florida School Grades for the 2006 -2007 school year. The school missed a "B" by 14 points. The grade of "B" was awarded for the 2005– 2006 school year. Richmond Heights Middle School dropped one letter grade and the data indicates that the subgroups of Black, Hispanics, Economically Disadvantaged, and Students With Disabilities did not meet adequate yearly progress in reading under The No Child Left Behind Act (NCLB). Sixty percent of the Black, 51 percent of Hispanics, 60 percent of Economically Disadvantaged and 86 percent of Students With Disabilities are still experiencing difficulties mastering the benchmarks in reading when compared to the 2006 scores and the grading system. These students scored below a level of 3 and are scheduled to take Intensive Reading Classes for the 2007-2008 school year.

Richmond Heights Middle School will be experiencing enrollment and demographic changes for the 2007–2008 school year due to a newly built middle school opening in the area. The boundaries for the new school allow for three hundred students who would have attended Richmond to transfer to the new school. The majority of these students' families are in the middle to higher socioeconomic status. Richmond Heights Middle will also be affected by the transfer of twelve teachers to the new school. Due to the boundary changes, the enrollment is expected to decrease by 23 percent.

Teacher Demographics

Richmond Heights Middle School's Leadership Team consists of the Principal, two Assistant Principals, and one Reading Coach.

The school employs a total of 100 full-time staff members and 13 part-time staff members. Of the full-time staff, there are three administrators, one TRUST specialist, three guidance counselors, one career specialist, 62 teachers, 5 paraprofessionals, 6 clerical, one media specialist, one computer specialist, 2 full-time cafeteria workers, 13 part-time cafeteria workers; 5 security monitors, and 10 custodial workers. Sixty-seven percent are females and thirty-three percent are males. Eighty-nine percent (107) are full time, and eleven percent (13) part-time employees.

The instructional and administrative staff are highly qualified and certified in their areas of instruction. Thirty-seven teachers hold advanced degrees. Two teachers are National Board Certified. Five teachers will be new to the school. The ethnic/racial make-up of the faculty population is 45 percent Black, 18 percent Hispanic, 30 percent Anglo, 6 percent Asian Pacific Islander, and 1 percent Indian.

Class Size/Teacher to Student Ratio

Richmond Heights Middle School's Teacher to Student ratio is 27.44:1 for grades 6 thru 8 for the general population. The teachers of Special Education students work closely with the teachers of record to deliver the collaboration model in the core subject areas. The student teacher ratio in core subjects was 19:1 during the 2006-2007 school year.

Two units for Emotionally Handicapped students are housed at Richmond Heights Middle. The teacher-student ratio is 10:1. The teacher/student ratio by grade levels for Grade 6 is 20.49:1; grade 7 is 28.34:1; and grade 8 is 33.5:1.

Attendance Rate

The students' attendance rate for the 2006-2007 school year was 94.9 percent, an increase of 1.10 percent from the 2005–2006 school year.

Promotion/Graduation/Retention Rate

The retention percentage at Richmond Heights Middle was 1.6 percent for the 2006-2007 school year. A total of nineteen students were retained: 8 for grade 6; 3 for grade 7; and 8 for grade 8.

Feeder Pattern

Richmond Heights Middle School (RHMS) is in the Southridge Feeder Pattern. The elementary feeder schools are Colonial Drive Elementary, Gloria Floyd Elementary, Pine Lake Elementary, Coral Reef Elementary, Frank C. Martin Elementary, and Jack D. Gordon. For the upcoming 2007-2008 school year, students from a higher performing feeder school will be attending the newly completed Jorge Mas Canosa Middle School. The eighth grade students from RHMS feed into Miami Southridge Senior High School and Miami Killian Senior High School which earned a "C". Miami Southridge has earned a grade of "F" under the A++ Plan. A few students attend Miami Sunset Senior High School. That school earned a "D".

Special Programs

Richmond Heights Middle has been a Title I school for four years. The Title I program is based on 69 percent of the school's population on free and reduced lunch. The Federally assisted financial resources from the Title I program afford the school opportunities to purchase teachers, technology, and to provide tutorial and enrichment activities to the students. The additional services supplied through Title I Program have helped the school to offer workshops to the parents and to provide informational



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pamphlets at the school's Parent Resource Center.

The school provides and encourages qualified students to enroll in advanced courses in Mathematics, Language Arts, Science and Social Studies. Honors courses are offered in Mathematics and Science. Students in grade 8 can participate in honors geometry at Coral Reef High School which is located across the street from Richmond Heights Middle School. Students who complete the courses can earn high school credit.

Zoo Magnet is part of the academics being offered at Richmond Heights Middle School. Over three hundred grades 6 through 8 students from various areas of Miami-Dade County participate. The uniqueness of the program allows students to take advanced courses in science and work along with the zoologist at Metro Zoo of Miami-Dade County. The students also work with Dr. Evans, a primatologist at Monkey Jungle. The Zoo Magnet Program is comprised of a diverse ethnic and academic population of students.

In addition, students participate in Florida International University's (FIU) Partnership in Academic Communities (PAC) program, which focuses on mathematics and science.

The Gifted Program at Richmond Heights Middle School is housed in a four-pack relocatable classroom for academic classes; however, students receive electives with the general population of students. Students enrolled in the gifted program take gifted classes and Advanced Gifted courses.

Acceleration of student achievement is enhanced with an array of advanced and honors classes. Students who successfully complete honors classes earn high school credits from Honors Algebra, Honors Geometry, Algebra, and Honors Earth/Space science classes.

School Community Relations/Partners

Richmond Heights Middle is a component of Miami-Dade County Public Schools District and Regional Center VI. The District and Regional Center VI support the school by providing supplemental programs (i.e. Jamestown Timed Reading, Reading Plus, inservices for teachers of reading, mathematics, and science and inservices for administrators) to enhance the school's delivery of services and to provide students with tools for success. The Regional Center VI has provides support through Feeder Pattern inservices to promote high achievement. They also monitor student progress via the Schoolwide Instructional Review Support (SIRS) teams.

The Florida Highway Patrol, under the guidance of Trooper Samuel Johnson, works with identified students on a weekly basis implementing activities and discussions to improve their behavior via Community-Oriented Police and Community Service (COPS).

The Richmond Heights' Retirees Organization of Richmond Heights provides speakers, tutorial services, and field trips for students involved in the Push for Excellence in Performance (PEP) club.

Grants

At Richmond Heights Middle, the agriscience program received \$500 from Fairchild Tropical Gardens for use in the 2007-2008 school year.

School Foundation

Leadership:

Based upon the Organizational Performance Improvement Snapshot (OPIS), the leadership category indicated a score of 4.4 on a scale of 5.0. Richmond Heights Middle School has a strong leadership team. The principal leads by example and uses the school's values to guide the faculty and staff. The faculty and staff are aware of the school's mission statement which is to focus upon students' abilities to read, write, comprehend, and articulated through an integrated curriculum which prepares all students for the diversely multicultural and technological world of this twenty-first century. The school's mission statement and district's mission statement are posted in all classrooms. The principal meets regularly with the faculty and staff in faculty meetings, team meetings, department chair meetings, literacy leadership team meetings, Educational Excellence School Advisory Council (EESAC) meetings, administrative team meetings, and others. All faculty and staff are encouraged to pursue additional degrees/certification. Thirty-seven teachers have advanced degrees and all of the paraprofessionals are pursuing studies leading to paraprofessional certification. One security monitor has an Associated of Arts degree. The pool substitute has a medical degree. The principal has a doctorate degree in education. Sixteen teachers have obtained advanced degrees since joining the faculty at Richmond Heights Middle School. One teacher has a doctorate degree, and one teacher and one counselor are national board certified. Five teachers are pursuing reading endorsement. According to the results of the Organizational Performance Improvement Snapshot, the principal needs to ask staff what it thinks (4.1) by providing more opportunities for faculty and staff feedback, e.g., school report card, informal assessments, inservice needs, and preferred subjects in master schedule. Additionally, the following strengths were noted: organization mission (4.6), principal shares information about the organization and lets staff know what is most important (4.5); and faculty and staff are encouraged to advance their careers (4.6).

District Strategic Planning Alignment:

Based on the Organizational Performance Improvement Snapshot (OPIS), the Strategic Planning category indicated a score of 4.2 on a scale of 5.0. Opportunities are provided for faculty and staff to participate in strategic planning. Brainstorming sessions are conducted to identify school concerns. Teachers and others are encouraged to volunteer to work on committees to address school concerns, e.g., attendance, safety, technology and curriculum. Faculty and staff are involved in decisions and actions that impact the school. Teachers were involved in helping to design the school's new building that opened in 2002 – 2003 school year. Teachers, via departments and teams, worked in planning groups to develop strategies aimed at improving student achievement. After a review of the Sunshine State Standards, teachers aligned their curriculum with state benchmarks and changed their course sequence in order to ensure appropriate topics were taught prior to administration of the FCAT (Florida Comprehensive Assessment Test). There are six new teachers on staff. Efforts should be increased to involve new teachers in the school's strategic plan. Additionally, teachers in math and science have been involved in a project that encouraged them to reflect upon what and how they taught through the Data on Enacted Curriculum. Teachers compared student results with delivery methods to determine effectiveness. Teachers completed base-line data for developing professional learning communities. Professional Learning Communities will be implemented during the 2007 – 2008 school year.

Based upon the results of the Organizational Performance Improvement Snapshot (OPIS), faculty needs more opportunities to provide input regarding the school's future. In response to "As it plans for the future, my work location asks for my ideas," the OPIS results indicated 4.0 on a scale of 5.0. The greatest strength was rated 4.6 on a scale of 5.0 and it indicated, "I know my work location's mission and what it is trying to accomplish." In response to "As it plans for the future, my work location asks for my ideas" the results on the OPIS indicated a score of 4.0 on a scale of 5.0. This was the weakest area in this category.

Stakeholder Engagement:

Based on the Organizational Performance Improvement Snapshot (OPIS), the Customer and Market Focus indicated a score of 4.4 on a scale of 5.0. Richmond Heights Middle School uses a variety of methods to connect school and community for parents. We have such organizations as EESAC, PTSA, and Zoo Booster. The Miami Alumnae Chapter of Delta Sigma Theta Sorority Incorporated and the 5000 Role Models provide mentoring programs for our students. In addition, we work with the Richmond Heights Retirement Association as part of a mentoring/tutorial program. Saturday Academy as well as math, science, and language arts sessions are academic initiatives in which parent participation is a key component of their children's success. The Community-Oriented Policing Service (COPS) program is sponsored by the Florida Highway Patrol to assist eighty students per year. Volunteers from the community serve in many capacities of the school. All areas work together in the pursuit of excellence. PTSA has sponsored several events. The administration conducts orientation for new parents twice a year in addition to Parent Days, Open House, articulation, curriculum fair and resource fair. Due to multicultural population of the school, we feel it is necessary to learn about each other in the true spirit of community. Entertainers and entertainment representing Africa, Spain, Cuba, Italy, Haiti, and more, provide fun, music and dance for all to enjoy. Parents bring in foods which represent their own cultures during "Night of the Nations." Hundreds attend this annual event, and there is always enough food for everyone. The school also sponsors a Hispanic Heritage festival, and the whole Richmond Heights family is invited. The parents and guardians of the students are from low to upper middle income areas. The school has foster homes in its boundaries. Parents and staff are invited to complete school climate surveys annually. Parents completed a Parent Survey during Open House (September 11, 2007) and complete a School Survey form when visit the school. Parents and faculty meet frequently to discuss student progress. These meetings are conducted in teams. Several parents serve as chaperones for school activities. Parents are able to serve as volunteers in the school. In response to the statement, "I know who my most important customers are" the stakeholders indicated a score of 4.6 on a scale of 5.0. In response to the statement, "I keep in touch with my customers," the stakeholder rated the item 4.5 on a scale of 5.0. These were the strongest areas in this category on the Organizational Performance Improvement Snapshot. In response to "I ask my customers if they are satisfied or dissatisfied with my work," the stakeholders rated this item 4.1. This was the weakest area in this category.

Faculty & Staff:

Based on the Organizational Performance Improvement Snapshot (OPIS), the Human Resource Focus indicated a score of 4.3 on a scale of 5.0. Faculty and staff frequently assess the progress of their students and collaborate on strategies designed to improve the delivery of instruction and ultimately, student success. Results of the school Climate Survey have been used to analyze the overall function of the school. Ninety-eight percent of the teachers felt that annual teacher evaluations are fair and reasonable. The school has six interdisciplinary teams. Teachers conduct parent conferences, student meetings, planning sessions and professional duties in teams and/or departments. Each department has identified goals to be met during the school year. Teachers have joined professional learning communities to improve their abilities to deliver instruction and to improve student achievement. Teachers are currently involved in vertical teaming with other core teacher in the Miami Southridge Feeder Pattern. The opportunity to articulate with other subject area teachers will improve student performance. According to the Organizational Performance Improvement Snapshot, the school needs to, "Remove things that get in their way of progress." This item rated 3.8 on the OPIS. This was the weakest area in this category. The staff further indicated that the work location has high standards and ethics. The item in this category scored 4.3 on a scale of 5.0. This is quite significant since this too can enhance teaching and learning.

Data/Information/Knowledge Management:

Based on the Organizational Performance Improvement Snapshot (OPIS), the Measurement, Analysis, and Knowledge category indicated a score of 4.4 on a scale of 5.0 Eighty-six percent of teachers that responded to the School Climate Survey felt that inservice programs keep them informed of the latest educational strategies. Regional support staff met the language arts, science and mathematics department chairs to develop effective strategies for improving student achievement in those academic areas. The school frequently provides inservices in language arts, science, mathematics, and technology during early release days and teacher planning days. These workshops have focused on ways to raise student performance in reading and mathematics. These workshops have also provided training for teachers on test data interpretation. The principal also conducted a data analysis inservice for faculty during opening of school activities. Teachers have been encouraged to participate in the District Virtual Schoolhouse. Teachers also pursue Teacher Education Center credit for professionalization and recertification. Faculty and EESAC have reviewed test score results. Meetings have been conducted with parents to develop educational plans, individualized education plans, and interpretation of test results. FCAT test results and Oral Reading Fluency results indicate that student performance is improving; however, we will continue to monitor the education delivery process. Analysis of PACES evaluation for the past four years indicates that teachers need to increase their competence in providing students with skills to enable thinking. In order to address this need, Richmond has received assistance from District staff. Two administrators and three teachers participated in an inservice on data analysis. This workshop was provided by the Florida Department of Education. According to the Organizational Performance Improvement Snapshot, the school needs to provide more information to the stakeholders about how the school progresses. The faculty and staff rated the response "My work location removed things that get in the way of progress" 3.8 on a scale of 5.0. Additionally, faculty and staff feel that they are able to analyze the quality of their work and make the necessary decisions about their work, based upon the analyses. This was evidenced by the staff's response to the item 4b which states, "I know how to analyze (review) the quality of my work to see if changes are needed and 4c which states, "I use these analyses for making decisions about my work." Both of these rated 4.5 and 4.4 respectively on a scale of 5.0.

Education Design:

Based on the Organizational Performance Improvement Snapshot (OPIS), the Business Results category indicated a score of 4.2 on a scale of 5.0. Richmond Heights Middle School has identified issues concerning improvement in education design and support process improvement. Among these is the Richmond Heights Middle School 30 percent mobility rate. The school will encourage parents to participate in the Parent Academy. The school will provide workshops for parents and offer assistance to those who are homeless and/or are expressing a need for support, e.g., assistance in finding a job. Efforts will be made to meet with parents of foster home students to identify concerns that they are having with students and meet with staff to see how students' problems can be resolved. Perhaps this will decrease the amount of movement to new foster homes. The administrative staff will continue to identify foster homes within its boundary. The school has made tremendous strides in providing technology to its students and faculty. The technology committee will identify funding sources for technology. The school was targeted by the attendance boundary committee due to a new middle school Jorge Mas Canosa being built in the area for the 2007 -2008 school year. The school has been a Title I school for four years and has not met adequate yearly progress. The school earned a C on the 2007 FCAT, missing a B by 14 points" After school tutoring and Saturday Academy will be provided to students in grades six to eight to improve academic performance. Supplemental Education Services providers will also provide tutoring to students. In response to "I know how well my work location is doing financially," the OPIS indicated a score of 3.9 on a scale of 5.0. This was the weakest item on any of the categories. According to the Organizational Performance Improvement Snapshot, the school needs to provide additional resources for faculty and staff to do their jobs as funds become available. Additionally, in response to "My work products meet all requirements for high quality and excellence," OPIS indicated a score of 4.4. This was the strongest item in this category.

Performance Results:

Based on the Organizational Performance Improvement Snapshot (OPIS), the Process Management category indicated a score of 4.1 on a scale of 5.0. In response to "I collect information (data) about the quality of my work," the OPIS indicated a score of 4.2 on a scale of 5.0. This was the strongest item in this category. The weakest item in this area was "I can get all of the resources I need to do my job." This item scored a 4.0 on a scale of 5.0. According to the School Climate Survey (2006-2007), sixty-six percent of teachers felt that adequate disciplinary measures are used to deal with disruptive behavior. Only seven percent of teachers felt that school violence prevented them from doing the best possible job at this school. Ninety-seven percent of the teachers believed that the school is safe and secure. According to the MDCPS COGNOS Suspension Reports 2006-2007, 385 students were placed on outdoor suspension. Strategies to provide alternative to outdoor suspension will continue to be implemented. Most importantly, the Code of Student Conduct is followed by administrators. The attendance rate during the 2006-2007 school year was 94.8 percent. An attendance committee has been organized, and an action plan is being implemented to increase student attendance. The school will seek ways to address its concerns regarding overage students in middle school. The PTSA and other community groups will continue to provide incentives to improve student attendance and behavior through recognition programs such as "Student of the Week." According to the Organizational Performance Improvement Snapshot, the school must continue to utilize data to provide a roadmap for improving student attendance and discipline. These areas strongly impact student performance and school performance.

Schools Graded 'C' or Below

Professional Development:

The administrative team, literacy team, and curriculum council work collaboratively and proactively to provide professional development activities to support and enhance teachers' skills to provide effective instruction to students. The faculty attended inservices on using differentiated instructional strategies during the 2006-2007 school year early-release days. Teachers were afforded the opportunity to understand the meaning and how effectively and efficiently to deliver a differentiated instruction model through reading, working in Professional Learning Communities, and using cooperative learning. They read the book *Integrating Differentiated Instruction + Understanding by Design (DI/UBD)* written by Carol Ann Tomlinson and Jay McTighe. The book was purchased by the principal and was required reading. The information obtained from this reading will be reviewed with staff at the beginning of the 2007-2008 school year and infused with Early Release activities.

At the beginning of the 2007-2008 school year, the teachers will be surveyed to determine and recommend several topics for professional development to enhance their skills to improve student achievement.

Disaggregated Data :

Teachers attended an inservice during the first week of school on how to analyze, utilize, and interpret data for their students for 2007-2008 school year. During the school year, as the results of various assessments become available, they will be disseminated to the staff. The results are reviewed by the principal, assistant principals, and literacy council to identify trends and areas of weakest and strengths. Grade level and subject area meetings then occur with teachers to review the data and determine instructional strategies that produced positive results. Student data and a survey are used to determine professional development activities for teachers. Teachers will conduct meetings with students to review previous year's FCAT scores and to set goals for 2007-2008 school year. Teachers provide a progress monitoring form to each student which enables students to self-monitor their progress.

Teachers will review the steps for Continuous Improvement Model during inservices for 2007-2008 school year. The implementation of the Continuous Improvement Model will enable teachers to adjust instruction based on the needs of the students. Tri-weekly and District Interim Assessments will provide data needed to remediate and enhance instructions for reading, mathematics, and science.

Informal and Formal Assessments:

Richmond Heights Middle School will utilize bi-weekly reading and mathematics benchmark tests, Florida Oral Reading Fluency (FORF), District Interim Assessments, FCAT practice, and the 2007 Florida Comprehensive Reading, Mathematics, and Science Assessment Tests to measure student progress. Sixth grade students will be administered the Gates-MacGinite Reading Test during the first three weeks of school to determine students' reading levels.

District Interim Assessments in reading, mathematics, and science will be administered quarterly to determine students' progress. Based on the test results, teachers will adjust their teaching strategies to help students achieve mastery.

District Writing Pre and Posttests will be administered at the beginning and ending of the school year using Expository and Persuasive prompts. The results will be used to target students not meeting a rubric score of 3.5 on a 6-point scale and will be offered and provided with additional tutoring.

Alternative Instructional Delivery Methods :



School Improvement Plan

2007-2008



Richmond Heights Middle School will address the strengths and weaknesses of its student population and AYP subgroups through a rigorous academic program. Teachers have been trained to effectively and efficiently use differentiated instruction to meet the needs of their students.

Level 1 and Level 2 students are placed in mandatory Intensive-Reading and Intensive- Mathematics classes to improve their academic skills. Students that are experiencing deficiencies in decoding skills are placed in the Intensive Reading Plus classes. Students and parents are given the opportunity to improve or enhance their skills by attending Saturday Academy, workshops, and the after-school tutorial programs.

The SPED Program at Richmond Heights Middle has a self-contained Emotionally Handicapped class and students of varying exceptionalities. Students who are Level 1 and Level 2 students are required to take a reading course. Reading is a part of the academic program for the Emotionally Handicapped student.

Instructional support and resources are provided by the administrative team, reading coach, literacy team, curriculum council, and Regional Center VI. The utilization of programs such as Read 180, Academy of Reading, and Reading Plus along with the use of the Math Lab help to analyze and monitor deficiencies and progress of students. Teachers will monitor progress and intervention utilizing Integrating Differentiated Instruction + Understanding by Design (DI/UBD) strategies.

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 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 checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

- x Different Innovative Approaches to Instruction
See: School Graded C x Responsibility of Teaching Reading for Every Teacher
See: Additional Requirements and Professional Development
- x Quality Professional Development for Teachers and Leaders
See: School Graded C and Disaggregated Data
- x Small Learning Communities (SLC)
See: Additional Requirements
- x Intensive Intervention in Reading and Mathematics
See: Informal and Formal Assessments, and Alternative Instruction for Delivery Model
- x Course Choice Based on Student Goals / Interests / Talent
See: Unique Aspects: Strengths and Special Programs
- x Master Schedules Based on Student Needs
See: Unique Aspects: Strengths and Special Program
- x Parental Access and Support
See: Communication with Parents and Alternative Instruction For Delivery Model
- x Applied and Integrated Courses
See: Special Programs
- x Academic and Career Planning
See: Unique Aspects: Strengths and Special Program

Reading Goal

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

Florida Education Priorities

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

Reading Statement

The students will be able to read on or above grade level

Needs Assessment

Based on the results of the 2007 Florida Comprehensive Reading Assessment Test, 53 percent of the total population met the 51 percent criteria reading at level 3 or higher as required by No Child Left Behind (NCLB). Fifty-five percent of the students of the total school's population made learning gains in reading while 64 percent of the lowest 25 percent made adequate yearly progress. The data indicates that under No Child Left Behind the Black students, Hispanic students, Economically Disadvantaged students and Students With Disabilities did not meet adequately yearly progress. Sixty percent of the Black subgroup, 51 percent Hispanic group, 60 percent Economically Disadvantaged subgroup, and 86 percent of Students With Disabilities subgroup did not score a level 3 or higher on the FCAT Reading Test.

Data shows the weakest areas in reading are words/phrases, reference/research, and comparison and contrast. Students must learn how to use a variety of strategies to analyze words and text, draw conclusions, demonstrate consistent and effective use of vocabulary, and use a variety of reference materials to gather information for research topics.

The goal is to move all Level 1 and Level 2 students to proficiency in reading and improve levels using a rigorous reading model. Data indicates a need for additional professional development related to methods to teach and deliver instruction on comparison and contrast and research / reference.

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

Measurable Objective

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

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

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

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

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize READ 180 Program: Level 1 and Level 2 students.	Assistant Principal and Reading Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide inclusion model that enables students to participate in general education core classes.	Assistant Principal, Special Education Chair, Inclusion and General Education Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Incorporate Accelerated Reader Goals into language arts' classroom curriculum	Assistant Principal and Language Arts Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize FCAT Explorer to monitor reading achievement of students.	Assistant Principal and Language Arts Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Administer Florida Oral Fluency (FORF) Test.	Assistant Principal and Classroom Teachers	09/17/2007	02/28/2008	Other/ Not Applicable	0
Utilize and implement 2nd block sustained silent reading initiative schoolwide to improve student reading skills.	Assistant Principal and Classroom Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Identify and monitor the progress of the lowest 25 percentile students with revision to curriculum when needed.	Principal, Assistant Principal, and Counselors	07/05/2007	08/8/2008	Other/ Not Applicable	12000
Implement a schoolwide tutorial program: Saturday Academy/After School that provides opportunities for African-American, Economically Disadvantaged and Students with Disabilities to improve reading skills.	Principal, Assistant Principal and Teachers	10/20/2007	05/24/2008	Other/ Not Applicable	5000
Identify advanced classes/gifted classes to maintain level 3 and higher students.	Assistant Principal, Guidance Counselors, and Classroom Teachers	8/20/2007	05/30/2008	Other/ Not Applicable	0
Administer Fabulous Days practice: Teacher-made packet	Assistant Principal and Classroom Teachers	11/05/2007	02/14/2008	Other/ Not Applicable	3000
Develop a Data Inservice utilizing CIM to link data to instruction.	Principal, Administrative Team	08/16/2007	08/16/2007	Other/ Not Applicable	0
Implement Creating Independence Thru Student Owned Strategies (CRISS) to provide students with differentiated instruction.	Assistant Principal and Classroom Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	100
Implement biweekly reading assessments.	Reading Coach	10/4/07	05/15/08	Continuous Improvement Model	0
Conduct Early-Release Inservices for Reading Across The Curriculum	Dr. Jackson	9/27/07	04/17/08	District-wide Literacy Plan	0
Monitor Professional Learning Communities	Dr. Mona Bethel Jackson	9/27/07	05/16/08	District-wide Literacy Plan	0
Utilize Comprehensive Research-based Reading Plan	Dr. Mona Bethel Jackson	9/27/07	05/16/08	District-wide Literacy Plan	0
Align benchmarks in reading, language arts, after-school tutoring, and Saturday Academy.	Ms. Lois Seaman	07/17/07	06/5/08	District-wide Literacy Plan	1000
Implement Read 180 and Reading Plus in reading classes	Dr. Mona Bethel Jackson	8/20/07	06/5/08	District-wide Literacy Plan	0

Research-Based Programs

Research-based Programs will include Reading Plus, McDougal Littel, The Language of Literature for Grade 6, Grade 7, and Grade 8, respectively, Read 180 comprehensive reading intervention program, Comprehensive Research-based Reading Plan K – 12, Scholastic Read XL, and Jamestown Timed Reading Series.

Professional Development

Professional Development will be provided for teachers by the District, Reading Coach, Literacy Team, and Regional VI curriculum support team. Professional Development activities will include inservices on Continuous Improvement Model, Inclusion, CRISS, Differentiated Instruction, and data-driven instruction.



School Improvement Plan 2007-2008



Evaluation

This objective will be evaluated by the 2008 Florida Comprehensive Reading Assessment Test. Progress monitoring will occur utilizing biweekly reading assessments, District Interim Assessments, Florida Oral Fluency Test (twice a year), Gates-MacGinitie Reading Test for grades 6 and 7 only, FCAT Explorer monthly reports, Reading Plus Reports, and Region VI FCAT Pre and Post Tests.

Mathematics Goal

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

Florida Education Priorities

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

Mathematics Statement

Students will integrate mathematics into their daily lives.

Needs Assessment

Based on the results of the 2007 FCAT Mathematics Test, 54 percent of students in grades 6 through 8 met the 56 percent criteria of scoring at level 3 or above as required under NCLB. However, 46 percent are not achieving the required mastery level. The results of the 2007 FCAT Mathematics Test indicate 69 percent of students made a year's growth, and 73 percent of the lowest 25 percent made learning gains. Thirteen percent of the SWD population scored a level 3 or above of the FCAT Mathematics Test. The 2007 results also indicated that 33 percent of the sixth graders scored at level 3 or above on the test as compared to 44 percent in 2006. Sixty percent of the seventh graders scored at level 3 or above on the 2007 as compared to 44 percent in 2006 indicating a 16 percent increase. Fifty-two percent of the eighth graders scored at level 3 or higher on the 2007 test as compared to 50 percent in 2006. This represented a two percent increase on the FCAT Mathematics Test. The results of the Adequate Yearly Progress report indicate the subgroups of students achieving at Level 3 or above are 70 percent of Whites, 53 percent of Hispanics, 43 percent of Economically Disadvantaged and 13 percent of SWD population. An analysis of the test item data indicated the greatest need is the area of geometry. However, there is a need also in the students' ability to describe, analyze, and generalize a variety of patterns and relationships. Students need improvement in the understanding in the relationship between point, lines, figures, and solids. The strongest areas were number sense and measurements.

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

Measurable Objective

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

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards SWD will increase their mathematics skills by 62 percent and attain high standards on the 2008 FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Test monthly benchmarks and analyze student results.	Assistant Principal, Department Chair, Classroom Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize information obtained from Professional Learning Communities activities to improve delivery of instruction.	Principal, Classroom Teachers, Department Chairs and Assistant Principals	08/16/2007	05/30/2008	Other/ Not Applicable	0
Utilize Mathematics Computer Lab to improve mathematics skills of students.	Assistant Principal, Teachers of Mathematics/Department Chair	08/16/2007	05/30/2008	Other/ Not Applicable	31500
Utilize CIM and monitor department meetings for implementation of strands/cluster/scope and sequence to make adjustments in instructional strategies.	Assistant Principal and Department Chair	08/16/2007	05/30/2008	Other/ Not Applicable	0
Utilize FCAT Explorer at home and school-wide to ensure that some students maintain Level 3 or higher, while Level 1 and Level 2 students strive to meet state Criteria	Assistant Principal and Classroom Teachers	08/20/2007	06/5/2008	Other/ Not Applicable	0
Enroll Level 1 and Level 2 students in Intensive Mathematics classes.	Principal, Assistant Principal, Counselors	07/06/2007	05/30/2008	Other/ Not Applicable	61000
Implement A+ and Riverdeep schoolwide to enhance individual math skills.	Assistant Principal, Classroom Teachers	08/20/2007	06/5/2008	Other/ Not Applicable	0
Implement Fabulous Days to improve mathematics achievement schoolwide.	Assistant Principal and Classroom Teachers	11/02/2007	02/14/2008	Other/ Not Applicable	3000
Utilize Cognitive Tutor to enhance individual mathematics skills.	Ms. Brenda Woodson	8/20/07	06/5/08	District-wide Literacy Plan	0

Research-Based Programs

Research-based Programs will include Cognitive Tutor, Prentice Hall Textbook, Glencoe Textbook, and Riverdeep

Professional Development

Professional Development activities will be structured to incorporate data-driven instruction, the implementation of focus calendars, Voyager Mathematics inservice, mathematics inservices provided by department chair, and Best Practices.

Evaluation

This objective will be evaluated by the 2008 Florida Comprehensive Mathematics Test. Progress monitoring will be occur utilizing the following formative assessments: biweekly assessments, District Interim Assessment, and Cognitive Tutor.

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

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

Writing Statement

Students will use expository and persuasive writing and their conventions across the curriculum

Needs Assessment

The 2007 FCAT Writing + Test data indicates that students in grade eight increased their writing score by one percent. Scores on the test indicate that 96 percent of students in grade eight scored 3.0 or higher, the same percent as the 2006 FCAT Writing + Test.

Scores on the 2007 test indicate that 83 percent of students in grade eight scored 3.5 or higher, an increase of one percent above the 2006 scores. Scores from the 2007 FCAT Expository Writing Test indicate that 83 percent of the eighth grade students scored a 3.5 or higher on the test. This represents a two percent increase above the 2006 scores. Scores on the 2007 FCAT Persuasive Writing indicate that 87 percent of the eighth grade students scored a 3.5 or higher on the test. This represents a four percent increase above the 2006 scores. All subgroups met Adequate Yearly Progress requirements on the 2007 FCAT Writing + Test. An analysis of the data indicates that students be afforded the opportunity to continue to practice the writing skills that encompass the element of focus, organization, support, and conventions. Practice should include extended responses to content-based questions and giving written rationale for project results as per the requirement of social studies and science. Students should also continue to practice models of persuasive essays which include examples of political speeches, editorials, and commercials. The combined writing score on the 2007 test was 3.9, an increase of .1 point from the 2006 test

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 grade eight will improve their writing skills as evidenced by an increase of 2 percentage points in the number of students achieving high standards on the 2008 administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills.	Assistant Principal and Language Arts Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Instruct students how to respond to a writing prompt for persuasive and expository five paragraph essay writing.	Assistant Principal and Language Arts Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide opportunity for students to participate in journal writing in all language arts classes.	Principal, Assistant Principal, and Language Arts Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Analysis of District Pre- Writing Test with Holistic scoring and adjust instructional strategies.	Assistant Principal, and Language Arts Teachers	09/12/2007	09/12/2007	Other/ Not Applicable	300
Utilize Write Traits process in order to increase students' ability to write highly proficient essays.	Assistant Principal and Language Arts Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	250
Implement a grade level writing approach. Grade six - focus prompts - expository; Grade seven - expository and prompts - persuasive; Grade eight - prompts - expository and persuasive.	Assistant Principal and Language Arts Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize CIM and implement curriculum maps with instructional focus calendars from the District Competency-Based Curriculum and the Sunshine State Standards (SSS) emphasizing weekly focus lessons in writing in sixth, seventh, and eighth grade language arts classes.	Assistant Principal and Language Arts Teachers	08/10/2007	05/30/2008	Other/ Not Applicable	1500
Utilize Mechanically Inclined to raise FCAT Writing + scores	Language Arts Teachers	8/20/07	6/5/08	District-wide Literacy Plan	500
Implement writing activities across the curriculum.	Language Arts Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0

Research-Based Programs

Curriculum framework materials provided by the District, McDougall Littell, Write Traits, and Writer's Choice for rubric scoring of sample writing papers

Professional Development

Professional Development activities will include Write Traits, Best Practice, and the utilization of focus calendar for Writing Plus

Evaluation

This objective will be evaluated by the 2008 FCAT Writing+ Test. Student achievement will also be monitored through District Pre and Post Writing Test, midterm and final essay exams, and writing prompts developed by teachers

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

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

Science Statement

Students will effectively use science inquiry skills.

Needs Assessment

Based on the results of the 2007 FCAT Science Test, 25 percent of the grade 8 students scored at level 3 or above on the test. Seventy-five percent of the grade 8 students did not achieve mastery in science. Data indicates that the school's score for eighth grade students who took the 2007 FCAT Science Test are four percentage points below the District. Data indicates that the weakest areas in science are physical and chemical and life and environment. Test results indicate the strongest areas for that population of eighth grade students were Earth and Space and Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 25 percent on the 2008 Science Test as compared to the 2007 FCAT Science Test

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor classroom instruction for all students through lesson plans, benchmark assessments, and quarterly tests.	Principal, Assistant Principal and Science Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize vertical teaming strategies within the department and across grade levels in science.	Assistant Principal and Science Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize reciprocal teaching techniques to increase student comprehension in science content.	Assistant Principal and Science Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize science software i.e., Advanced Learning Systems, to provide virtual science laboratory experiences and to enhance student skills in science.	Assistant Principal and Science Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Implement classroom activities and project based learning (which includes weekly laboratories, cooperative grouping, and problem solving strategies) utilizing research based software to provide all students with an inquiry-based science approach which employs all of the elements of the scientific method to further the development of science process skills.	Assistant Principal and Science Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	3000
Implement articulation procedures with elementary and high school feeder pattern schools in an effort to identify students eligible for gifted and advanced academic programs.	Assistant Principal and Science Teachers	11/14/2007	05/22/08	Other/ Not Applicable	0
Provide Saturday Academy sessions in science that allow parents and students to work together to improve students' science skills.	Assistant Principal, Principal and Science Teachers	10/20/2007	05/24/2008	Other/ Not Applicable	5000
Implement and utilize a curriculum map and scope and sequence that will integrate Earth and Space Science benchmarks throughout the eighth grade science curriculum, while using CIM.	Assistant Principals, Principal and Science Teachers	08/20/2007	05/21/2008	Other/ Not Applicable	1500
Utilize Gizmo.	Science Teachers	9/10/07	6/5/08	District-wide Literacy Plan	0
Utilize research-based software to provide all students with inquiry-based science approach which employs all of the elements of the scientific method to further the development of science process skills.	Science Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Utilize activities daily that focus on FCAT	Science Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Distribute Holiday FCAT Science Packets	Science Teachers	12/20/07	1/9/08	District-wide Literacy Plan	300
Ensure that all Science classes are implementing weekly labs	Ms. Sandra Maxwell	8/20/07	6/5/08	District-wide Literacy Plan	2950
Integrate and review previous science curricula to increase Interim Assessment performance on the 2008 FCAT Science Test.	Science Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0

Research-Based Programs

Research-based Programs will include Gizmo Science and Glencoe State adopted Science text book and resource material

Professional Development

Professional Development will provide training in data analysis

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by students' performance on the 2008 FCAT Science Test. Progress monitoring will occur utilizing teacher made pre and post tests, Gizmo Monthly Reports, and the participation in activities such as Fairchild Challenge, and Science Fair.

Parental Involvement Goal

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

Florida Education Priorities

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

Parental Involvement Statement

Parents will become more involved in the school.

Needs Assessment

Richmond Heights Middle School has a high mobility rate; therefore, it is difficult to involve some of the parents in the education of their students. These parents tend to be unfamiliar with the basic operation of the school system, state assessments, parenting skills, and student promotion requirements. Some of our parents are single parents, and others may have one to two jobs in order to provide adequately for their families. They have limited time to attend their students' academic and social needs. An analysis of parental involvement showed only 188 parents joined the Parent/Teacher/Student Association (PTSA) for the 2006-2007 school year, an increase of fifty-six parents above the 2006 membership. The result of parents' visitations to the Parent Resource Center indicates that 328 parents visited the center for 2006- 2007 school year, an increase of sixty parents from the previous school year. Other parents are guardians, i.e. grandparents, and group home parents due to placement of students in foster homes or the absence of the biological parent. Some of our parents are new to the country and are unfamiliar with the language, customs, mores, and education system. It is important that the school embrace these parents to ensure the success of these students in school. They need training and assistance that will enable them to provide support to their students

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage parents to use the school's Parent Resource Center.	Administrators and Community Involvement Specialist	08/20/2007	06/5/2008	Other/ Not Applicable	0
Utilize Community Involvement Specialist to visit homes, to mail communications and to coordinate parent workshops with teachers and administration.	Administrators and Community Involvement Specialist, Counselors	08/20/2007	05/30/2008	Other/ Not Applicable	9900
Encourage parents to attend Parent Academy. PTSA Standard #II	Administrators	08/20/2007	05/30/2008	Other/ Not Applicable	0
Invite parents to attend monthly parent day activities and PTSA meetings at the school. PTSA Standard #I	Administrators	08/20/2007	06/5/2008	Other/ Not Applicable	0
Encourage Title I parents to participate in Saturday Academy sessions with their student(s). PTSA Standard #III	Administrators, Counselors and Teachers	10/20/2007	05/24/2008	Other/ Not Applicable	0
Encourage PTSA to meet monthly and conduct a membership drive.	Principal	08/17/2007	06/30/2008	Other/ Not Applicable	0
Announce PTSA meetings in flyers	PTSA President	08/17/2007	06/30/2008	Other/ Not Applicable	0
Conduct high school transition information night for parents of eighth grade students.	Administrators and Eighth Grade Counselor, Student Services Chair	11/01/2007	11/01/2007	Other/ Not Applicable	0
Prepare a student/parent handbook that explains school procedures, policies, and tips for parents dealing with the middle school child.	Administrators	08/20/2007	06/5/2008	Other/ Not Applicable	8600
Provide Parent Internet Viewer so that parents can review student academic progress on-line.	Administrators and Computer Specialist	08/20/2007	06/5/2008	Other/ Not Applicable	0
Utilize the Connect-ED system to inform parents of events, e.g. PTSA membership drive, fund raisers	Principal	08/6/2007	06/5/08	Other/ Not Applicable	0
Conduct workshops for parents to help their child socially and academically and to help enhance their parental skills.	Ms. Sandra Maxwell	8/18/2007	05/29/2008	Other/ Not Applicable	208

Research-Based Programs

The following programs will be used: National Standards for Parent Involvement Program, Families Building Better Readers "Blue Print Activities," and PTA National Standards.

Professional Development

Professional Development activities will include Parent Academy Workshops, Saturday Academy Parenting Skills (Behavior) , and Title I Parent Meetings (Parent Advisory Council/ District Advisory Council).

Evaluation

EESAC) attendance rosters-monthly , PTSA attendance and membership rosters, Parent Resource Center Log, Workshop attendance roster, Community Involvement Specialist visitation log, Counselors' log of parent conferences, and Team conferences log.

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

Discipline & Safety Statement

Richmond Heights Middle School promotes programs and practices that facilitate a safe and disciplined environment for students

Needs Assessment

As per the Miami-Dade County School COGNOS suspension reports, Richmond Heights Middle School had 385 out-of-school suspensions during the 2006-2007 school year. In order to ensure academic success, a decrease of outdoor suspensions needs to be addressed

Measurable Objective

Given the need to keep students in school, the school will reduce the number of outdoor suspensions in 2007-2008 school year by 10 percent as compared to 2006-2007 documented by the COGNOS suspension report

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Saturday Academy as an alternative to suspensions.	Assistant Principal	10/20/2007	05/22/2008	Other/ Not Applicable	20000
Utilize team discipline plan.	Administrators and Team Teachers	08/20/2007	05/6/2008	Other/ Not Applicable	0
Implement Character Education through advisement.	Administrators and Counselors	09/12/2007	06/5/2008	Other/ Not Applicable	0
Plan and conduct New Student Orientation Night where the Code of Student Conduct is reviewed for new parents and students.	Administrators	08/20/2007	08/29/2007	Safe and High-quality Facilities	0
Implement Peer Mediation program.	Administrators and Counselors	10/10/2007	05/23/2008	Other/ Not Applicable	0
Conduct grade level articulation meetings utilizing the student handbook to provide awareness of school's policies and procedures.	Administrators, Teachers and Counselors	08/27/2007	08/29/2007	Other/ Not Applicable	0
Develop a Crisis Management Plan which identifies members as well as roles and responsibilities of each; coordinators and response team members.	Principal	08/28/2007	6/30/2008	Safe and High-quality Facilities	0

Research-Based Programs

N/A

Professional Development

Professional Development activities will include a review of the faculty handbook especially the sections on: Conduct-Standards of Behavior, Maintenance of Appropriate Student Behavior, Corporal Punishment-Prohibited, Suspension, board-approved Alternatives, Expulsion, and Referral to Florida Department of Children and Families, Teachers' Authority, Referral Process and Classroom Management. School will conduct Peer Mediation inservice, conduct monthly meeting with new teachers new to the school to review strategies for affective classroom management, utilize Saturday Academy as an alternative to suspensions, and conduct grade-level articulation meetings utilizing the student handbook to provide awareness of school's policies and procedures

Evaluation

This objective will be evaluated by comparing the 2006-2007 COGNOS Suspension Reports with the 2007-2008 COGNOS Suspension Reports

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

Miami-Dade County Public Schools

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

Technology Statement

The school will integrate technology in all curricular areas.

Needs Assessment

The 2004 STaR school profile indicates that teacher use of technology scored a 2.7 on a scale of 4. Additionally, students scored a 3.0 out of 4 for technology standards. This indicates that teachers are not providing adequate technology access to students. In order to increase teacher and student usage, there is now a math lab in addition to two reading classes with complete computer access for all students. The majority of classrooms have a minimum of three computers, and all students have access to the media center, which permits access to the Local Area Network and Wide Area Network.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10 percent increase during the 2007-2008 school year as compared the 2006-2007 school year.

Given an emphasis on the use of technology in education, all teachers will increase their usage of technology as evidenced by 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Accelerated Reader and Accelerated Mathematics Programs.	Assistant Principal and Computer Specialist	08/20/2007	05/30/2008	District-wide Literacy Plan	0
Provide access to wireless portable lab for students.	Assistant Principal, Computer Specialist and Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide teacher training on how to utilize FCAT Explorer schoolwide	Assistant Principal and Language Arts and Mathematics Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Provide teacher training on how to access on-line mathematics textbook resources for all students in the mathematics lab.	Assistant Principal and Mathematics Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize electronic gradebook to maintain and monitor student progress.	Assistant Principal, Teachers and Computer Specialist	08/20/2007	06/02/2008	Other/ Not Applicable	0
Provide READ 180 training for selected teachers.	Computer Specialist	08/20/2007	06/30/2007	Other/ Not Applicable	0
Utilize Student Performances Indicator (SPI) to obtain data.	Ms. Sandra Maxwell	09/24/07	05/30/08	Other/ Not Applicable	0

Research-Based Programs

The following programs will be used: Reading Plus, Glencoe and Prentice Hall online textbook resources.

Professional Development

Professional Development will provide training in the use of FCAT Explorer and Electronic gradebook inservice for teachers new to the school for 2007 – 2008 school year.

Evaluation

This objective will be evaluated via Accelerated Reader and Accelerated Math reports, math lab rosters, FCAT Explorer Reports, gradebook.

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
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Health & Physical Fitness Statement

The school will promote the overall health and fitness of students. The school will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

Data indicates that 80 percent of 517 students enrolled in physical education classes during the 2006-2007 school year participated in the FITNESSGRAM program.

The Faculty at RHMS understands the importance of the Surgeon General’s Report on “Children and Obesity.”

Measurable Objective

Given instruction based on the Miami-Dade County Public School mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by 50 percent of students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Assistant Principal	08/20/2007	05/30/2008	Other/ Not Applicable	0
Develop an action plan for school to insure input from the department to meet the goals and objectives as stated.	Assistant Principal and Department Chair	08/20/2007	05/30/2008	Other/ Not Applicable	0
Utilize the FITNESSGRAM, administer a pre-test to determine baseline measures. Comparing pre- and post-test data will provide valid measures of student/school improvement. This will further provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives.	Assistant Principal and Physical Education Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Ensure that activities emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Assistant Principal and Physical Education Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Practice how to run the mile using a stopwatch to record and monitor students' progress.	Mr. Alan Keen	8/20/07	5/30/08	Other/ Not Applicable	0
Participate in warm-up activities such as running a lap around the field (cardiovascular and flexibility) for strength and endurance.	Mr. Alan Keen	8/20/07	5/30/08	Other/ Not Applicable	0
Condition students to run each lap for one minute to increase distance and speed.	Mr. Alan Keen	8/20/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

Research-Based Program is Moving into the Future: National Standards for Physical Education, which is through the National Association for Sports and Physical Education.

Professional Development

Professional Development activities will include training on the administration of the FITNESSGRAM, and data entry for coaches.

Evaluation

The school will administer a pre- and post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test. Based upon the school's current enrollment in physical education classes, students will meet high standards in running the mile.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

The school will sustain a viable Agriscience Program.

Needs Assessment

Agriculture is one of the most important sectors of Dade County's and Florida economy. It is not only important to Miami Dade County and Florida but the world as well. It is vital that our students have an understanding of where their food, clothing, and shelter come from. Last year there were seventy students in the program.

Measurable Objective

Given emphasis on the benefits of participating in the Agriscience program, the number of students enrolled in Agriscience will increase by ten percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students for appropriate placement.	Assistant Principal and Counselors	07/10/2007	05/30/2008	Other/ Not Applicable	0
Monitor attendance in Agriscience program.	Administrators and Agriscience Teacher	08/20/2007	05/30/2008	Other/ Not Applicable	0
Continue to encourage student participation in Agriscience program.	Administrators and Agriscience Teacher	08/20/2007	05/30/2008	Other/ Not Applicable	0
Encourage teacher to participate in inservices designed to enhance her skills to impact student participation in Agriscience.	Administrators and Teachers	08/20/2007	06/02/2008	Other/ Not Applicable	0
Encourage students to participate in contests and competitions.	Administrators, Counselors, Teachers	08/20/2007	06/30/2008	Other/ Not Applicable	0
Provide information about the agriscience program to students during articulation.	Assistant Principal and Counselors	01/15/2008	04/15/2008	Other/ Not Applicable	0
Encourage students to participate in contests and competitions.	Assistant Principal and Teachers	08/20/2007	05/30/2008	Other/ Not Applicable	0
Actively recruit incoming 6th graders from feeder pattern schools.	Counselors	01/15/08	04/15/2008	Other/ Not Applicable	0
Produce a video that highlights activities in the Agriscience program that can be shared with the elementary schools in our feeder pattern.	Agriscience Teacher	11/28/07	12/11/07	Other/ Not Applicable	0
Publicize activities that are unique to the Agriscience program.	Agriscience Teacher	8/20/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

NA

Professional Development

Professional Development training will be used to enhance the program by teachers attending inservices on Fairchild Challenge and Middle School career and academic advisement workshop (A++ Career and Education Planning Course Training).

Evaluation

This objective will be evaluated by analyzing the number of enrolled students for the 2007-2008 school year compared to the number of students enrolled during the 2006-2007.

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

Richmond Heights Middle School will rank at or above the 79th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2005 Richmond Heights Middle School ranked at the 78th percentile on the State of Florida ROI index.

Measurable Objective

Richmond Heights Middle School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 78th percentile in 2005 to the 79th percentile on the next publication of the 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	08/20/2007	06/30/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	08/16/2007	06/30/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrators	08/8/2007	06/30/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Administrators	08/14/2007	06/30/2008	Other/ Not Applicable	0

Research-Based Programs

NA

Professional Development

Conduct an inservice on budget.

Evaluation

On the next State of Florida ROI index publication, Richmond Heights Middle School will improve its ranking from 78th percentile to 79th 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:

The Educational Excellence School Advisory Council (EESAC) participated in a mini-in-service on budget. They make recommendations; for example, hire additional personnel, train parents and students in mathematics and reading, purchase libraries for each classroom, print the Fabulous Days FCAT practice materials, subsidize the purchase of the Student Handbooks (Agenda), and purchase books for teacher training

Training:

The Principal provides training in budget and FCAT data analysis. Each department presents information which supports the school-wide initiative to improve FCAT reading, writing, mathematics, and science scores.

Instructional Materials:

Each department presents materials to provide examples of how they attain goals. The School's Improvement Plan objectives are assigned to EESAC members to develop and monitor.

Technology:

As part of the department monitoring, EESAC members enforce the presentation of technology as it relates to the improvement of FCAT scores; for example, ACALETICS, FCAT Explorer, Accelerated Reader, A+, and Riverdeep, and CD roms/programs via the math lab.

Staffing:

EESAC recommends that we continue to lower class sizes in compliance with State requirements.

Student Support Services:

The Educational Excellence School Advisory Council recommends possible presenters in classrooms. Various EESAC members will sponsor parent involvement workshops in conjunction with Richmond Heights Middle School's PTSA.

Other Matters of Resource Allocation:

Family Literacy

In order to promote family literacy the school provides a library of parenting resources that families can access in the front of the school.

Parent Involvement

School will extend parent involvement via Parent Viewer software and host parent involvement workshops in conjunction with the Parent/Teacher/Student Association (PTSA) and Parent Accademy.



School Improvement Plan 2007-2008



Benchmarking:

The school's objectives are assigned to EESAC members who monitor progress. Department chairs will present monthly updates to the EESAC. The Educational Excellence School Advisory Council will provide recommendations for expected levels of achievement and evaluation.

School Safety & Discipline:

The Educational Excellence School Advisory Council recommends that school hire security monitors based upon the District's allocation formula.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	21100
Mathematics	95500
Writing	2550
Science	12750
Parental Involvement	18708
Discipline & Safety	20000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	170608



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