

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Shenandoah Middle School (6841)

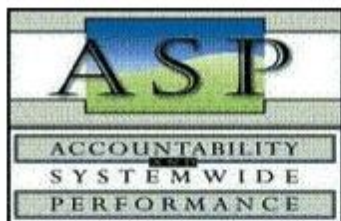
Feeder Pattern - Miami Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Lourdes Delgado

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Shenandoah Middle School, established in 1940, is a historically rich building, canopied by oak trees, palms, and tropical landscaping. The building is nestled between picturesque Little Havana and beautiful Coral Gables. Shenandoah Middle School's population is mostly Hispanic, of low socio-economic status, with limited English proficiency and with little insight into institutional settings such as schools.

The Museums Magnet program at Shenandoah Middle School combines the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. The program strives to use instructional strategies such as Visual Thinking Strategies, founded in the humanities, that allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. The Museums Magnet Program will cultivate and secure this new learning environment through professional development, community outreach, and a new generation of museum goers.

The goal of the Extended Foreign Language Program at Shenandoah Middle School is to develop bilingual, biliterate, and bicultural students capable of leadership and able to function in the multilingual society of the global economy. To become bilingual and biliterate, or to maintain these skills and abilities, a student must not only learn the language, but also use the language to learn. Therefore, the bilingual program at Shenandoah Middle School requires one class period of Spanish language arts curriculum and two class periods of basic subject area instruction in Spanish.

The Spanish language arts curriculum further develops and enriches the language arts skills while familiarizing the students with the Hispanic culture and exposing them to the richness of their bicultural heritage. The content areas taught in Spanish vary from grade to grade. The curricular learning objectives of all courses are the same regardless of the language used for instruction. Reading and technology are also emphasized and utilized as teaching tools in all curricular offerings in order to prepare students for their emergence into a global society.

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

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

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

Given reading instruction in the Sunshine State Standards, English Language Learners will improve their reading skills as evidenced by 58 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

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

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

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

Given reading instruction in the Sunshine State Standards, English Language Learners will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will increase their writing proficiency by 1% on the 2008 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, eighth grade students will improve their science skills as evidenced by 50 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Science Test.

Parent participation through school sponsored events during the 2007-2008 school year will increase by three percentage points from that of the 2006-2007 school year as evidenced by attendance records.

Given the implementation of the school safety and discipline plan, the total number of visits to the homes of those students needing additional assistance and/or intervention by the Community Involvement Specialist (CIS) and the total number of parent/student conferences held by the Guidance Department will increase by ten percent for the 2007-2008 school year as compared to the number of visits and conferences reported during the previous school year.

Given instruction in computer skills, sixth, seventh, and eighth grade students at Shenandoah Middle School will increase the use of technology as evidenced by 67% of the students in the social studies and language arts classes presenting multimedia projects.

Given the implementation of the FITNESSGRAM Program, thirty-five percent of students enrolled in physical education will achieve a passing score on the FITNESSGRAM assessment as evidenced by the student performance score recorded in March 2008.

Student created art will increase by 5% in the 2007-2008 school year as compared to the number of student created art in the 2006-2007 school year.

Shenandoah Middle School's Return on Investment percentile ranking will increase by at least one percentile point.

Whereas the faculty and staff members rated the school very high in all areas with an overall average of 4.5 on a five-point scale, the results of the Organizational Performance Improvement Snapshot Survey indicated that the greatest need for improvement were in the areas of Strategic Planning (4.4) and Process Management (4.4). In the Strategic Planning category the main concern was the need to be included in planning for the future. Of particular concern in the Process Management category was the teacher's ability to get all of the resources needed to meet expectations. As result, the administrative team plans to convene a leadership team that will include team leaders, department chairs, and EESAC members who will then share and compile ideas from staff and faculty.



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.

6841 - SHENANDOAH MIDDLE SCHOOL

VISION

Shenandoah Middle School students can and will achieve educational standards when they are made to feel important, when they are expected to do well, when they are engaged in challenging and meaningful work, and when they are supported by a unified community of teachers and parents. Through our new Museums Magnet program, Shenandoah Middle School will combine the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. Our goal is to enable all students to be lifelong learners, productive workers, responsible citizens, and thoughtful participants in their families and global community.

MISSION

The Shenandoah Middle School stakeholders believe that students deserve a positive learning environment to nourish the growth and mastery of intellectual, social, cultural, and emotional skills. The improvement and enhancement of academic performance will be accomplished through programs that increase students' proficiency levels in reading, mathematics, science, social studies, humanities, and academic excellence. Additionally, our Museums Magnet program strives to use instructional strategies, founded in the humanities, which allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. We will continue to emphasize and increase the use of technology and the active support of community resources such as businesses, industries, universities, cultural partners, and parents to support our academic programs, thereby preparing students to enter post-secondary education and employment in the 21st Century.



School Improvement Plan 2007-2008



CORE VALUES

We pursue the highest standards in academic achievement and organizational performance. We build positive relationships through honesty, respect, and compassion, which enhance the self-esteem, safety, and well-being of our students, families, and staff. We foster an environment that serves all students and aspires to eliminate the achievement gap. 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.

School Demographics

The ethnic composition of Shenandoah Middle School consists of ninety-three percent Hispanic, one percent Asian, three percent White, and three percent Black represents the rich cultural diversity of Miami-Dade County where many of the students are foreign born with roots in South America, Central America, and Caribbean countries. The student population of 1,080 includes standard curriculum students (78 percent), Special Education (SPED) (15 percent), and English Language Learners (ELL) students (7 percent). The Special Education population can be further broken down as follows: eighty-two gifted, seventy-two specific learning disabled, five emotionally handicapped, and four educable mentally handicapped students. The school averages ninety-five percent in daily attendance and has a mobility rate of fifteen percent.

Shenandoah Middle School provides educational services based on the Sunshine State Standards to students in grades six through eight. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in language arts, reading, mathematics, and science. Through our Museums Magnet Program, Shenandoah Middle School combines the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. The magnet program uses instructional strategies founded in the humanities, which allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. Furthermore, the school has instituted an Extended Foreign Language Program whose goal is to develop bilingual and bicultural students who will be prepared to meet the challenges for the world of tomorrow. In order to provide additional support for the District's Comprehensive Reading Plan, the school offers intensive reading to all students in grades six through eight scoring at levels 1 and 2 on the reading portion of the Florida Comprehensive Assessment Test (FCAT), utilizing the Accelerated Reader Program, STAR, and READ 180. School-to-home connections are fostered in students' home language through access to the school's website and through newsletters designed to keep parents and students abreast of developments in the school's curriculum and in extracurricular activities. During school and after school tutoring are provided for students in all three grade levels. Teachers across the curriculum have been trained in and are implementing CReating Independence Through Student-Owned Strategies (CRISS) in their classrooms. Title I funding is used to provide additional teachers and paraprofessionals for the classroom, to enhance the existing curriculum, to lower class sizes, to provide for additional reading classes, and for a Reading Specialist.

Shenandoah Middle School employs 4 administrators, and 61 classroom teachers, 2 guidance counselors, 1 reading coach, 1 career specialist, 1 trust counselor, 1 library media specialist. Of the teaching staff, 38 percent hold advanced degrees and 3 teachers are National Board certified. The ethnic composition of the faculty members is as follows: 27 percent are White, 57 percent Hispanic, and 16 percent Black. Overall, 37 faculty members have over 10 years of teaching experience and 2 are beginning teachers.

School Foundation

Leadership:

Shenandoah Middle School's leadership earned a rating of 4.8 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that staff members know what the organization is trying to accomplish and are guided by its mission and vision. Additionally, the survey indicates that the staff feels that there is a positive working environment where all staff is appreciated. An area which needs to be addressed within the leadership category deals with staff input and ideas.

District Strategic Planning Alignment:

Shenandoah Middle School's strategic planning earned a rating of 4.6 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that the staff works together to achieve common goals and objectives. An area which needs to be addressed within the strategic planning section deals with the importance of teachers' contributions and that their efforts and opinions are valued.

Stakeholder Engagement:

Shenandoah Middle School's customer and market focus earned a rating of 4.6 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that staff recognizes and works with its customers. Additionally, staff is empowered to make decisions that lead to the resolution of customer concerns.

An area which needs to be addressed within the customer and market focus section deals with how the staff acquires important information needed in order to perform their job.

Faculty & Staff:

Shenandoah Middle School's human resource focus earned a rating of 4.6 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that staff works cooperatively with others and that they feel appreciated. Additionally, staff is encouraged to engage in professional growth opportunities. An area which needs to be addressed within the human resource focus section deals with how the staff are able to make changes in order to improve their job.

Teacher Mentoring Programs:

At the start of every school year, all beginning teachers are paired with a mentor teacher within their department and grade level. They are also assigned to a Professional Growth Team to begin long range planning and complete short-term goals. Additionally, all beginning teachers must attend informational sessions throughout the year, which include district and site sponsored orientations. Department chairpersons, team leaders, and administrators are also instrumental in beginning teachers' professional growth, by observing their classes and giving constructive feedback on their observations. Furthermore, in order to ensure success, the administrative teams maintain an open door policy.

Data/Information/Knowledge Management:

The faculty and staff of the school are involved in the use and sharing of student assessment and achievement data. Teachers meet within their departments in order to review data collection from District and school generated assessments. The departments work collaboratively to make sure that activities are aligned with the Sunshine State Standards, curriculum maps, and Museums Magnet's goals and objectives. Based on the results of these meetings, staff plans in order to meet expected outcomes.

Education Design:

Shenandoah Middle School provides educational services based on the Sunshine State Standards to students in grades six through eight. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in language arts, reading, and mathematics. Through our new Museums Magnet program, Shenandoah Middle School combines the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. The magnet program uses instructional strategies, founded in the humanities, which allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. Furthermore, the school has instituted an Extended Foreign Language Program whose goal is to develop bilingual and bicultural students who will be prepared to meet the challenges for the world of tomorrow.



School Improvement Plan 2007-2008



Performance Results:

Based on the result of the survey, faculty and staff have become more aware of the need to increase the number of visits to the students' homes by the Community Involvement Specialist (CIS) and to increase the number of parent conferences by the Guidance Department.

Schools Graded 'C' or Below

Professional Development:

Professional development will be provided to enhance reading instruction throughout the curriculum. Training in the 8-Step Continuous Improvement Model will be provided to all teachers. In addition, teachers will be provided ongoing training in CRISS strategies, Understanding by Design (UbD), Performance-Based Assessment, Differentiated Instruction, Visual Thinking Strategies, and Object-Based Learning. Training on the use of student achievement data to determine the effectiveness of instructional strategies will be provided to all teachers. Inservice training will be provided to teachers in the interpretation of Edusoft reports. Through the use of professional development, teachers will be afforded a variety of methods to diversify instructional styles. By becoming diverse in their instructional styles, students of different abilities, interests, or learning needs will acquire equally appropriate ways to develop and present concepts as part of the daily learning process.

Disaggregated Data :

Throughout the school year teachers will participate in data disaggregation activities where they will review and analyze the 2007 FCAT demographic data results. As part of our school improvement model, subject level teams will discuss on the data results from benchmark mini assessments to determine student needs and instructional strategies to be implemented in order to meet student needs. During the months of October, January, and May subject level teams will meet to discuss data results from the district FCAT Practice assessments to make the necessary changes to their instruction and to meet individual student needs.

Informal and Formal Assessments:

An FCAT focus calendar will be created for reading, mathematics, and science using the data from the FCAT administered in the 2006-2007 school year. Areas of deficiency, by subject area, on the 2006-2007 administration of the FCAT will be targeted first. Bi-weekly assessments will be administered to students in order to gauge if they have mastered the benchmark(s). In addition, the following formal and informal assessments will be used during the year to measure student progress: school developed pre/post tests, Interim Assessments administered in October, January, and May, CELLA testing for English Language Learners administered in January and April, the MAZE administered in August and ongoing throughout the year, and the District Practice FCAT administered in August, October, January, and May. The Diagnostic Assessment of Reading (DAR) will be administered to students who do not show progress in Intensive Reading courses or on reading assessments.

Alternative Instructional Delivery Methods :

An additional Read 180 laboratory will be used in order to provide remediation to the FCAT Reading Level 1 students. In addition, all teachers will use the Understanding by Design (UbD) model when planning their lessons and delivering instruction. UbD units focus on what the students need to learn and on providing instruction in order for them to master the benchmarks. In addition, language arts and social studies teachers will implement Visual Thinking Strategies into their daily lesson plans.

All teachers will incorporate CRISS strategies into their daily lesson plans. FCAT Explorer will be used by all mathematics and reading teachers in order to enhance classroom instruction. The Holt on-line essay grading system will be used by the Language Arts teachers in order to enhance writing instruction. The Accelerated Reader Program will continue to be implemented school-wide.

In addition, Before/after school tutoring programs will be used to ensure that the academic needs of the students are being met. Assessment data from the tutoring programs will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

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

Evidence of checked items are in the following areas:

Different Innovative Approaches to Instruction - Reading, Mathematics, Writing, and Science sections

Responsibility of Teaching Reading for Every Teacher - Reading section

Quality Professional Development for Teachers and Leaders - Quality staff

Small Learning Communities (SLC) - Integrated throughout plan

Intensive Intervention in Reading and Mathematics - Reading and Mathematics sections

Course Choice Based on Student Goals/Interests/Talent - Writing section

Master Schedules Based on Student Needs - CRP Related Items

Parental Access and Support - Parental Involvement Section and throughout plan

Applied and Integrated Courses - Integrated throughout plan

Academic and Career Planning - Integrated throughout plan

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Students at Shenandoah Middle School will continue to improve their reading skills as measured by student learning gains on the 2008 FCAT administration.

Needs Assessment

District and State statistical data confirm that 52% of sixth graders, 55% of seventh graders and 36% of eighth graders at Shenandoah Middle School scored at or above level 3 on the 2006 FCAT administration. The results of the 2007 Adequate Yearly Progress Report indicate that 19% of the English Language Learners met Adequate Yearly Progress.

Sixth grade students scored highest in Main Idea (55%) and Words/Phrases (60%) clusters. Seventh graders scored highest in the Comparison (67%) and Main Idea/Purpose (59%) clusters. Eighth grade students scored highest in the Words and Phrases (57%) and Main Idea/Purpose (54%) clusters.

Sixth grade students scored lowest (43%) in the area of Reference and Research. Seventh grade students scored lowest (57%) in the areas of Words and Phrases and Reference and Research. Eighth grade students scored lowest (43%) in the area of Comprehension. There is a school-wide need to improve the Reference and Research and Comprehension skills of students.

Professional development will be provided to enhance instruction in Reference and Research skills and in Comprehension for students in grades six through eight to increase student achievement in this area. Seventh graders will receive additional instruction in Words and Phrases as well.

NCLB Subgroup Target

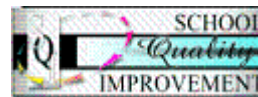
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TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>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



School Improvement Plan 2007-2008



Measurable Objective

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

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

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

Given reading instruction in the Sunshine State Standards, English Language Learners will improve their reading skills as evidenced by 58 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parents with strategies to support reading achievement.	Principal, Administrative Team, Reading Coach, Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	300
Provide ongoing progress monitoring and analyze student assessment data from the MAZE and STAR assessments.	Principal, Administrative Team, Reading Teachers (MAZE), Language Arts Teachers (STAR)	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide data-driven instruction to students enrolled in Intensive Reading classes using the 8-Step Continuous Improvement Model process.	Principal, Administrative Team, Reading Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Require teachers to utilize CRISS Strategies and Differentiated Instruction in all core subject area classes.	Principal, Administrative Team, Reading Coach, Core Subject Area Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	5500
Create theme-based units using the Understanding by Design (UbD) curriculum framework which will be evaluated using teacher created rubrics (Performance-based Assessments) to improve student achievement.	Principal, Administrative Team, Museums Magnet Lead Teacher, Language Arts and Social Studies Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	6000
Enrich student learning using Visual Thinking Strategies and Object-based Learning.	Principal, Administrative Team, Museums Magnet Lead Teacher, Language Arts and Social Studies Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	6000
Provide supplementary reading instruction to all students through tutorial reading services before, after school, and on Saturdays. A pre and post test will be administered to evaluate student progress.	Principal, Administrative Team, Reading Coach, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	12000
Identify students scoring at FCAT Achievement Levels 4 and 5 and place them in advanced, gifted, and/or honors academic programs.	Principal, Administrative Team, Advanced Academics Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement the Reading Framework Model throughout all reading classes.	Principal, Administrative Team, Reading Coach, Reading Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Enable students to access on-line FCAT enhancement programs, such as FCAT Explorer, via the Internet.	Principal, Administrative Team, Reading Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement vocabulary notebooks for English Language Learner (ELL) students and monitor on a quarterly basis.	Principal, Administrative Team, Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Offer inclusion classes to Students With Disabilities (SWD) co-taught by both a SPED teacher and a general education teacher in mathematics.	Principal, Administrative Team, SPED Department Chairperson, Language Arts Department Chairperson, Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

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

a. Supplemental reading programs (SRP)

Schools will utilize the following SRP in their Intensive Reading classes:

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

In addition to the use of the SRPs, schools may use Soar to Success

SOAR to Success – is a reading intervention for students in grades 3-8 who are reading below grade level. It is used in addition to the SRP. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply comprehension and decoding strategies they have learned to other content area texts. The ultimate goal of SOAR to Success is to increase students' understanding of what they have read through reciprocal teaching.

Schools will utilize the following for SRP for Intensive Reading Plus classes:

Read 180 – is a comprehensive reading intervention program for struggling readers in grades 4 – 12. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills. Strengths of this program include: 1) research-based comprehension instructional techniques are used, 2) repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided, and 3) scaffolding is consistently provided throughout the provided.

b. Intervention materials for struggling readers

Differentiated Instruction/Intervention – In order for a student to achieve the maximum benefit, intervention should be chosen based upon the student's need(s) as determined by assessment.

Professional Development

Principal

The principal will identify model classrooms within the school. Mentor teachers, based on student data, will serve in the capacity of a model classroom teacher. Mentor teachers are those teachers whose assessment data in a specific area of reading is exemplary. A model classroom should only be used for demonstration purposes in the area of strength of the mentor teacher. (There could possibly be a different model classroom for all five areas of reading).

Based on student data and input from the Reading Coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom.

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

The principal will provide professional development materials to support instruction. School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2007-08 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at <http://destiny.dadeschools.net>.

The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback. The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers.

To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a Classroom Walk-Through Strategy trainer cadre will be established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading. Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental

Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.

Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created. If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

The District and principal will enforce the JRF Reading Coach model in all schools where coaches are based. What support will be provided to the Reading Coach in order to facilitate the coaching model as described by the Just Read, Florida! Office?

a. Describe how the coaches' role will be explained to school level administrators.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

b. Describe how the coaches' role will be explained to the teachers at the school level.

Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.

c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically-based research in reading;
- Delivery and scaffolding of instruction in the five major reading components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Meeting the need of all students specific to individual school sites; and
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
- Planning with a study group that focuses on implementing new practices;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;
- Analyzing student performance data to monitor student progress 35% of the time; and
- Planning in a cadre with other coaches 10% of the time.

Evaluation

This objective will be evaluated by scores on the Reading portion of the 2008 FCAT and the District Interim Reading Assessments.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Student performance on the 2008 FCAT Mathematics Assessment will increase.

Needs Assessment

The results of the 2007 FCAT Mathematics test indicate that 39% of students in grades six, 36% of students in grade seven and 52% of students in grade eight have scored at or above FCAT Achievement Level 3.

The 2007 Adequate Yearly Progress Report indicates that 37% of Hispanic students, 37% of Economically Disadvantaged students, and 21% of English Language Learners made adequate yearly progress. Students in sixth grade scored highest in Geometry (57%), and students in seventh grade scored highest in Geometry (50%). Eighth grade students scored highest in Measurement and Number Sense (42%).

Students in sixth grade scored lowest in the area of Measurement (33%). Seventh grade students scored lowest on Measurement (33%). Eighth grade students scored lowest in the Algebraic Thinking (25%).

Professional development will be provided for teachers to enhance instruction in Measurement for sixth and seventh grade students, and in Algebraic Thinking for eighth grade students for the purpose of increasing student achievement.

NCLB Subgroup Target

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



School Improvement Plan 2007-2008



Measurable Objective

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

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

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

Given reading instruction in the Sunshine State Standards, English Language Learners will improve their mathematics skills as evidenced by 62 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students scoring at FCAT Achievement Levels 4 and 5 for advanced, gifted, and/or honors academic programs and monitor these students' performance on periodic practice FCAT assessments in order to maintain their levels.	Principal, Administrative Team, Mathematics Teachers, Guidance Counselor	8/20/2007	6/05/2008	Other/ Not Applicable	0
Emphasize a school wide program focused upon the improvement of test taking techniques by administering Practice FCAT Tests according to weakest SSS Strand based on data from the 2007 FCAT results found on the Student Performance Indicator (SPI); teachers will use data from these tests to further direct instruction on the identified weaknesses.	Principal, Administrative Team, Mathematics Dept. Chairperson, Reading Coach, Mathematics Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Offer inclusion classes to Students With Disabilities (SWD) co-taught by both a SPED teacher and a general education teacher in mathematics.	Principal, Administrative Team, Mathematics Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Create theme-based units using the Understanding by Design (UbD) curriculum framework which will be evaluated using teacher created rubrics (Performance-based Assessments) to improve student achievement.	Principal, Administrative Team, Museums Magnet Lead Teacher, Mathematics Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	2700
Use Object-based Learning to enrich student learning and to increase critical thinking skills. .	Principal, Administrative Team, Museums Magnet Lead Teacher, Mathematics Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	2700
Create Intensive Mathematics classes for students scoring at FCAT Achievement Levels 1 and 2 in order to facilitate individual instruction for students with similar SSS deficiencies.	Principal, Administrative Team, Mathematics Department Chairperson, Mathematics Teachers.	8/20/2007	6/05/2008	Other/ Not Applicable	0
Identify students who scored at FCAT Achievement Levels 1 and 2 and provide these students with remediation based on individual deficiencies through before and after school and Saturday tutoring programs. A pre and post test will be administered to evaluate student progress.	Principal, Administrative Team, Mathematics Department Chairperson, Mathematics Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	10000
Provide opportunities for Hispanic, English Language Learners (ELL), Students with Disabilities (SWD), and Economically Disadvantaged students to expand project-based learning in order to increase higher-order thinking and problem-solving skills.	Principal, Administrative Team, Mathematics Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement the 8-Step Continuous Improvement Model Process.	Principal, Administrative Team, Leadership Team, Mathematics Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement journal entry writing to provide students in grades 6 through 8 with an opportunity to express their mathematical thoughts/processes in a verbal format based on concepts that are assessed on the FCAT.	Principal, Administrative Team, Mathematics Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Administer three District Interim Mathematics Assessments to monitor student progress.	Principal, Administrative Team, Mathematics Department Chairperson	8/20/2007	6/05/2008	Other/ Not Applicable	500

Research-Based Programs

CORE PROGRAMS – Glencoe Applications and Concepts (Course 1, Course 2, and Course 3), Glencoe Pre-Algebra, Glencoe Algebra, and Glencoe Geometry textbooks with resources.

SUPPLEMENTAL PROGRAMS - Object-Based Learning, FCAT Explorer, Riverdeep, Differentiated Instruction, Performance-Based Assessment, and Understanding by Design (UbD).

Professional Development

Professional development will be provided to enhance mathematics instruction throughout the curriculum. Teachers will be provided with ongoing training in the 8-step Continuous Improvement Model, EduSoft and SPI to enable teachers to use student data and set academic goals for the year. In addition, ongoing training will be provided in CRISS strategies, Understanding by Design (UbD), Object-Based Learning, Differentiated Instruction, and Performance Based Assessment.



School Improvement Plan 2007-2008



Evaluation

This objective will be evaluated by scores on the Mathematics portion of the 2008 FCAT and the District Interim Mathematics Assessments.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Students at Shenandoah Middle School will continue to improve writing skills.

Needs Assessment

Results of the 2007 FCAT Writing+ Test indicate that 88% of the eighth grade students tested scored 3.5 or higher. Nevertheless, there is a need for the remaining 12% of the students to become proficient in writing.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing proficiency by 1% on the 2008 administration of the FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with graphic organizers to assist in the planning stage of the writing process.	Principal, Administrative Team, Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Identify and recruit potential students for Advanced Academics through teacher recommendations, test scores, and student interest.	Principal, Administrative Team, Language Arts Department Chairperson, Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Create a bank of content-based prompts for mathematics, science, and social studies.	Principal, Administrative Team, Language Arts Department Chairperson	8/20/2007	6/05/2008	Other/ Not Applicable	0
Increase student participation in the Museum Magnet School Exhibits throughout the school year.	Principal, Administrative Team, Language Arts Dept. Chairperson, Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Use the Understanding by Design (UbD) curriculum framework to enhance student writing proficiency.	Principal, Administrative Team, Museums Magnet Lead Teacher, Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	3000
Require teachers to utilize CRISS Strategies, Differentiated Instruction, and Reciprocal Teaching strategies in all core subject area classes to enhance the writing process.	Principal, Administrative Team, Core Area Department Chairpersons, Core Area Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	1000
Enrich student learning using Visual Thinking Strategies and Object-based Learning.	Principal, Administrative Team, Museums Magnet Lead Teacher, Core Area Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	1000
Administer district-developed diagnostic writing pre and post-tests to all students in preparation for the FCAT Writing+ Test using both expository and persuasive prompts.	Principal, Administrative Team, Language Arts Dept. Chairperson, Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Identify students scoring low on the District-developed FCAT Writing+ pre-test and provide additional instruction in the writing process. A post test will be administered to evaluate student progress.	Principal, Administrative Team, Language Arts Dept. Chairperson, Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	1000

Research-Based Programs

CORE PROGRAMS - Write Traits writing program

SUPPLEMENTAL PROGRAMS - Visual Thinking Strategies (VTS), Performance-Based Assessment, Understanding by Design (UbD)

Professional Development



School Improvement Plan 2007-2008



Teachers will receive training in the Six Trait writing process, holistic scoring, Data-Driven Decision Making, CRISS Training, Curriculum Mapping, 8-Step Continuous Improvement Model process, Visual Thinking Strategies (VTS), Understanding by Design (UbD), Performance-Based Assessment, and Object-Based Learning.

Evaluation

This objective will be evaluated by the scores on the 2008 FCAT Writing+ Test and by the District-developed pre and post test.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Student performance on the FCAT Science Assessment will be sufficient to meet or exceed the criteria of proficiency needed to master the SSS in the area of science.

Needs Assessment

Results of the 2007 FCAT Science Test data indicates that 21% of eighth grade students scored at or above proficiency in science. Eighth grade students scored highest in Earth/Space, Life/Environmental, and Scientific Thinking (46%). Eighth grade students scored lowest in the area of Physical/Chemical Science (36%).

Professional development will be provided to enhance instruction Scientific Thinking and Physical/Chemical Science for the purpose of increasing student achievement in these areas.

Measurable Objective

Given instruction using the Sunshine State Standards, eighth grade students will improve their science skills as evidenced by 50 percent scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Facilitate data-driven decision making by providing teachers with all available data to enable them to analyze and monitor the ongoing progress of their students.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Identify and recruit potential students for Advanced Academics through teacher recommendations, test scores, and student interest.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Create theme-based units using the Understanding by Design (UbD) curriculum framework which will be evaluated using teacher created rubrics (Performance-based Assessments) to improve student achievement.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	3000
Provide supplementary reading instruction to all students through tutorial science services before and after school and on Saturdays. A pre and post test will be administered to evaluate student progress.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	2400
Administer a diagnostic science test to all students in grades six through eight in order to target their weaknesses in the area of science.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Increase the number of laboratory experiments in science classes to two per week in grades six through eight to strengthen critical thinking skills. The experiments will integrate technology, and follow methods for mathematics and science data analyses.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	1200
Utilize Object-based learning and Differentiated Instruction to focus on student's individual learning needs in order to improve critical thinking skills.	Principal, Administrative Team, Science Department Chairperson, Museums Magnet Lead Teacher, Science Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	4000

Research-Based Programs

CORE PROGRAMS - Glencoe Science Voyage textbook and resources. In Earth and Space Science, the Science Insights and resources are used. Biology students use the text by Holt, Reinhart and Winston titled Visualizing Life.

SUPPLEMENTAL PROGRAMS - CRISS strategies, Object-Based Learning, Understanding by Design, Differentiated Instruction, Performance-Based Assessment

Professional Development

Teachers will continue to receive training in CRISS Strategies, Object-Based Learning, Understanding by Design, Differentiated Instruction, and Performance-Based Assessment.

Evaluation

This objective will be evaluated by scores on the Science portion of the 2008 FCAT and the District Interim Science Assessments.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

Parents at Shenandoah Middle School will continue to participate in school related functions in order to increase student achievement.

Needs Assessment

Several parents of students at Shenandoah Middle School have recently migrated to the United States. These parents are not familiar with the Miami-Dade County School System and/or with assistance programs available to them or their children. The parents need assistance from the school site in order to familiarize themselves with the education the children are receiving. Parental workshops, Parent/Teacher/Student Association (PTSA) meetings, Educational Excellence School Advisory Council (EESAC) meetings, and school events attendance rosters, community Involvement Specialist's monthly reports, and parent conference logs indicate a 23% increase in parental involvement through school sponsored events during the 2006-2007 school year when compared to similar reports from the 2005-2006 school year. Available data indicates that, while parent involvement has increased, 41% of parents did not attend school sponsored events.

Measurable Objective

Parent participation through school sponsored events during the 2007-2008 school year will increase by three percentage points from that of the 2006-2007 school year as evidenced by attendance records.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide school communications in the parents' home language.	Principal, Administrative Team, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Improve communication of all activities through the publication of a monthly calendar and newsletter and continue use of the school's website to impart important information to parents.	Principal, Administrative Team, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide students with agendas in order to improve students' organizational and time management skills, document home learning activities, record upcoming tests, and short and long range plans. Encourage parents to regularly review the agenda book in order to improve student completion of assignments.	Principal, Administrative Team, Teachers, Student Services	8/20/2007	6/05/2008	Other/ Not Applicable	0
Continue updating school and District information to be disseminated through the Parent Resource Center (PRC).	Principal, Administrative Team, Teachers, Student Services	8/20/2007	6/05/2008	Other/ Not Applicable	0
Continue "Report Card Distribution Days", where parents are encouraged to pick up their child's report card and meet members of the instructional and administrative staff.	Principal, Administrative Team, Teachers, Student Services	8/20/2007	6/05/2008	Other/ Not Applicable	800
Conduct parent meetings and conferences at times that accommodate family schedules.	Principal, Administrative Team, Teachers, Student Services	8/20/2007	6/05/2008	Other/ Not Applicable	0
Encourage parent and teacher participation in the school's Parent/Teacher/Student Association (PTSA) and the Parent Academy.	Principal, Administrative Team, Teachers, Student Services	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

CORE PROGRAMS- National Standards for Parent and Family Involvement Programs by the National P.T.S.A.(English and Spanish versions available), Visual Thinking Strategies (VTS) Parent Workshop.

Professional Development

Not Applicable

Evaluation

Parental workshops, meetings, and school events attendance rosters - Community Involvement Specialist's monthly reports - PTSA Membership rosters - and EESAC attendance rosters.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

All students at Shenandoah Middle School will adhere to the Miami-Dade County Public Schools Student Code of Conduct in order to promote and maintain a safe learning environment.

Needs Assessment

Faculty and staff have indicated a need to implement additional proactive discipline measures in order to promote and maintain a safe learning environment.

Measurable Objective

Given the implementation of the school safety and discipline plan, the total number of visits to the homes of those students needing additional assistance and/or intervention by the Community Involvement Specialist (CIS) and the total number of parent/student conferences held by the Guidance Department will increase by ten percent for the 2007-2008 school year as compared to the number of visits and conferences reported during the previous school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide literature to parents on behavior management through the Parent Resource Center, parent conferences, and home visits by Community Involvement Specialist.	Principal, Administrative Team, Student Services Department, Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Assist in coordinating outside agencies intervention with selected students and parents.	Principal, Administrative Team, Trust Counselor, Student Services Department, Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Address student behavior standards and expectations during student orientation assemblies and distribute a copy of the M-DCPS Student Code of Conduct to each student.	Principal, Administrative Team, Student Services Department, Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Meet with all team leaders on a weekly basis to discuss the improvement of academic achievement and student behavior.	Principal, Administrative Team, Team Leaders, Student Services Department	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide incentives for students exhibiting improved behavior (i.e. field days, book give-aways).	Principal, Administrative Team, Student Services Department, Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	500

Research-Based Programs

Not Applicable

Professional Development

Assertive Discipline and Classroom Management workshops

Evaluation

This objective will be evaluated based on a ten percent increase in the number of total home visits conducted by the Community Involvement Specialist (CIS) and by the number of parent/student conferences held with the Guidance Department at the end of the 2007-2008 school year. The data will be collected and recorded in logs.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

Increase student use of technology.

Needs Assessment

Student, Parent, Faculty, and Staff interest surveys indicate a need for additional instruction in the use of technology. There is a need for staff development in the use of laptops and LCD projectors as well as with the electronic gradebook.

Measurable Objective

Given instruction in computer skills, sixth, seventh, and eighth grade students at Shenandoah Middle School will increase the use of technology as evidenced by 67% of the students in the social studies and language arts classes presenting multimedia projects.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Expand the use of computer technology in the TV production classes. Increase the number of multimedia entered in the Science Fair, Museums Magnet Exhibitions, and classroom presentation.	Principal, Administrative Team, T.V. Production Teacher, Library Media Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	0
Instruct students in the use of various technology in order to increase the number of multi-media projects across the curriculum.	Principal, Administrative Team, Library Media Specialist, Social Studies and Language Arts Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Present multimedia use workshops for teachers, staff, and interested parents.	Principal, Administrative Team, Library Media Specialist, Social Studies Department Chairperson	8/20/2007	6/05/2008	Other/ Not Applicable	0
Use computer technology to enhance the Museums Magnet Program.	Principal, Administrative Team, Museums Magnet Lead Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	35000

Research-Based Programs

Not Applicable

Professional Development

Visual Thinking Strategies, Understanding by Design, Atomic Learning, Creating Multimedia projects using the Apple/iPod Lab

Evaluation

The evaluation of this objective will be based on the number of multimedia projects presented by students in the language arts and social studies classes during the 2007-2008 school year. The data will be collected and recorded in logs.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Increase the number of students achieving silver and gold honor cards in the FITNESSGRAM Program.

Needs Assessment

According to the FITNESSGRAM Program at Shenandoah Middle School, 100% of the students enrolled in Physical Education classes in 2006-2007 were tested. This test included 85 sixth graders, 100 seventh graders and 139 eighth graders. Thirty-four percent of the students enrolled in the physical education program received gold and silver district fitness awards. Twenty-seven students passed six out of six tests. These students met the qualifications for a gold card. Eighty-four students passed five out of six tests. These students received a silver card.

Measurable Objective

Given the implementation of the FITNESSGRAM Program, thirty-five percent of students enrolled in physical education will achieve a passing score on the FITNESSGRAM assessment as evidenced by the student performance score recorded in March 2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Recognize proper techniques for performing physical activities associated with middle school sports.	Principal, Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement positive health behaviors and enhance wellness by educating students on nutrition and body management.	Principal, Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Demonstrate competency and proficiency in physical activity including body management skills.	Principal, Principal, Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement a 15 minute practice of daily activities per class which focuses on the six categories of the FITNESSGRAM.	Principal, Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

FITNESSGRAM Software training and testing procedures for the physical education teachers.

Evaluation

This objective will be evaluated based on the number of students who are reported to have received gold and silver district FITNESSGRAMS on the Miami-Dade County Public Schools 2007-2008 Physical Fitness Testing Middle School Report Form submitted by Shenandoah Middle School in the spring of 2008.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

The number of student created art will increase in order to enhance student achievement.

Needs Assessment

Figures from the 2006-2007 school year indicate that students in grades six through eight created a total of 521 art projects. Participation in the Museums Exhibit Nights indicate a need to increase the number of student created art.

Measurable Objective

Student created art will increase by 5% in the 2007-2008 school year as compared to the number of student created art in the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish an Art Club.	Principal, Administrative Team, Art Teacher, Museums Magnet Lead Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	500
Participate in the Page at a Time (PAT) project in conjunction with the Wolfsonian Museum in which students will create a thematic book.	Principal, Administrative Team, Art Teachers, Language Arts Teachers, Museums Magnet Lead Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	720
Increase the number of students enrolled in Art classes.	Principal, Administrative Team, Counselors, Art Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Increase the number of Museum Exhibit Nights to two - one in November 2007 and one in May 2008.	Principal, Administrative Team, Museums Magnet Lead Teacher, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

Visual Thinking Strategies, Object-based Learning, Understanding by Design

Professional Development

Training for the teachers involved in the Page at a Time (PAT) project will be provided by the museums partners. Curriculum meetings will be held with the teachers and the museums partners before each study trip and Museums Exhibit Nights.

Evaluation

This objective will be evaluated based on the number of student created art presented in the two Museums Exhibit Nights.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

Compared to similar middle schools, Shenandoah Middle's percentile ranking is 56 and the percent of the highest ROI value is 68.

Needs Assessment

Compared to similar middle schools, Shenandoah Middle's percentile ranking is 56 and the percent of the highest ROI value is 68.

Measurable Objective

Shenandoah Middle School's Return on Investment percentile ranking will increase by at least one percentile point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with cultural institutions.	Principal, Administrative Team, Museums Magnet Lead Teacher	8/20/2007	6/05/2008	Other/ Not Applicable	0
Identify lowest quartile students early and provide additional assistance.	Principal, Administrative Team, Department Chairpersons	8/20/2007	6/05/2008	Other/ Not Applicable	0
Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Riverdeep.	Principal, Administrative Team, Department Chairpersons	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize school and district in-service training to provide high quality teacher professional development and monitor its implementation.	Principal, Administrative Team, Department Chairpersons, Lead Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	5000

Research-Based Programs

Textbooks as per all other objectives in the School Improvement Plan.

Professional Development

Understanding by Design, Differentiated Instruction, Performance Based Assessment, Object-Based Learning, Visual Thinking Strategies

Evaluation

2007-2008 publication of the Return on Investment Index

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) recommended expenditures regarding the use of EESAC funds be based on current school needs.

Training:

The Educational Excellence School Advisory Council (EESAC) recommended continued staff training in the areas of reading, writing, mathematics, science, and technology for all teachers across the curriculum.

Instructional Materials:

The Educational Excellence School Advisory Council (EESAC) recommended the following: update classroom libraries for all teachers, additional Accelerated Reader books, and continued use of Riverdeep and FCAT Explorer.

Technology:

The Educational Excellence School Advisory Council (EESAC) recommended continued tracking of students' independent reading through Accelerated Reader, READ 180, and STAR programs, additional workshops for teachers in the use of the electronic gradebook, and assistance in the use of the Internet as a communication/teaching/learning technology.

Staffing:

The Educational Excellence School Advisory Council (EESAC) recommended better usage of the paraprofessionals in the classroom. Additionally, members of the EESAC serve on the school's Interview Committee, a committee that selects potential staff members.

Student Support Services:

The Educational Excellence School Advisory Council (EESAC) recommended that the Community Involvement Specialist (CIS) increase contact with students and parents by making visitations to the homes of those students needing additional assistance and/or intervention.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council (EESAC) recommended that a needs assessment be administered to the staff and the results be used to determine what additional resource materials are needed in order to improve academic achievement.

Benchmarking:

The Educational Excellence School Advisory Council (EESAC) recommended that students and teachers continue to address reading, mathematics, and science skills.



School Improvement Plan 2007-2008



School Safety & Discipline:

The Educational Excellence School Advisory Council (EESAC) recommended that the TRUST counselor continue to provide individual and group counseling to targeted groups of students-at-risk.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	29800
Mathematics	15900
Writing	6000
Science	10600
Parental Involvement	800
Discipline & Safety	500
Technology	35000
Health & Physical Fitness	0
Electives & Special Areas	1220
Return On Investment	5000
Total	104820



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