

SCHOOL IMPROVEMENT PLAN 2007 - 2008

South Miami Middle Community School (6881)

Feeder Pattern - South Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - Dr. Lisa Robertson

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

South Miami Middle Community School (SMMCS) is a magnet school for the visual and performing arts. The facility is now 52 years old and was built in 1955. SMMCS serves approximately 1,050 students in grades six, seven and eight. This number includes magnet, gifted, SPED and ELL students. The population consists of 12.8% Black, 67.3% Hispanic, 15.5% White and 4.4% Other. Transportation is provided for 17% of the students. Free/Reduced lunch is provided for 48% of our students. Our non-magnet students are from the local community. South Miami Middle School is part of the South Miami Senior High School Feeder Pattern, but due to our large number of Magnet Students, our grade 8 students enroll in high schools throughout the county. The South Miami Middle Community School staff consists of 18% Black, 44% Hispanic and 38% White. Our current class size is well within the state Class Size Amendment at 20.05. During the 2006-07 school year South Miami rose from number 13 to number six in the District for Middle School attendance with a final rate of 96.64%. In order to become responsible thinking citizens, all students including ELL and SPED, must have a foundation in the basic skills of reading, mathematics, science and social studies. With this core of information, they will be able to interpret the world in which they live. The new millennium also requires knowledge of technology, for it is a vital component in becoming a successful, productive citizen. SMMCS commits to making basic skills in computers a reality for all of our students. Through integration of school-to-career concepts in the classroom, students will become familiar with the myriad of career possibilities and will be able to plan their future with confidence. An extended family of teachers, parents, students, and community and business leaders will provide an enriching environment in order to make SMMCS a truly superior center for learning. SMMCS has received several grants over the past few years, including Healthy Schools Initiative, Children's Trust through the local community center and the Resident Scientist Program through the University of Miami.

Given instruction based on the Sunshine State Standards, students in grades 6-8 will improve their reading skills as evidenced by 79% scoring at a Level 3 or higher on the 2008 administration of the FCAT SSS Reading.

Given instruction based on the Sunshine State Standards, students in grades 6-8 will improve their math skills as evidenced by 83% scoring at a Level 3 or higher on the 2008 administration of the FCAT SSS Mathematics.

Given instruction based on the Sunshine State Standards, students in grade 8 will demonstrate high levels of writing as evidenced by 89% scoring at a Level 3 or higher on the 2008 administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, students will demonstrate an improvement on their science processes and skills as evidenced by 68% scoring at a Level 3 or higher on the 2008 administration of the FCAT Science Test.

Given increased emphasis on home and school collaboration in ensuring students' academic success, each department will showcase their curriculum at various curricular events and activities for parents/guardians and the community as evidenced by attendance logs/ticket sales at these events.

Given an emphasis on discipline, the number of outdoor suspensions for the 2007-08 school year will decrease by 10% as compared to the number issued during the 2006-07 school year.

Given an emphasis on the use of technology, 65% of the student body will utilize the FCAT Explorer and/or Accelerated Reader Program.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the percentage of award winners at South Miami Middle Community School will increase by 1% as compared to the 2006-07 administration of the FITNESSGRAM Test.

Given increased exposure to the diversified cultural and ethnic backgrounds, each magnet strand will showcase diverse cultural artworks and performances across the arts strands that include four events during the 2007-08 school year.

South Miami Middle Community School will improve its ranking on the State of Florida ROI index publication from the 86th percentile on the next publication of the index.

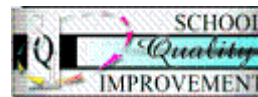
Given instruction based on the Sunshine State Standards, students in grades 6-8 will improve their reading skills as evidenced by 79% scoring at a level 3 or higher on the 2008 administration of the FCAT Reading Test as compared to 70% on the 2007.

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematical skills by 83% of students scoring FCAT achievement Level 3 or higher on the 2008 FCAT Mathematics Test. In addition 62% of students in the Black population will meet proficiency in Mathematics as per the AYP standards.

Given instructional emphasis on the writing process, students in the eighth grade will demonstrate high levels of writing as evidenced by 89% of students scoring a Level 3 or higher on the 2008 FCAT Writing+ examination as compared to 88% on the 2007 test.

School Improvement Plan

2007-2008



Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given increased emphasis on home and school collaboration in ensuring students' academic success, each department will showcase their curriculum at various curricular events and activities for parents/guardians and the community as evidenced by attendance logs at the various events.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions and a 3% decrease in the number of Black and Hispanic students receiving outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology, 65% of the student body will utilize the FCAT Explorer and/or Accelerated Reader Program.

Given instruction using the Sunshine State Standards in Physical Education, students tested in the FITNESSGRAM 2006-2007 test, the percentage of award winners at South Miami Middle School will increase to 81% of the students tested.

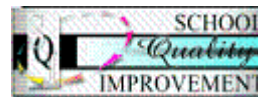
Given increased exposure to the diversified cultural and ethnic backgrounds, each magnet strand will showcase diverse cultural artworks and performances across the arts strands that includes four events during the 2007-2008 school year as evidenced by sign-in roster logs, ticket sales and/or head counts.

South Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 86th percentile on the next publication of the index.

South Miami Middle Community School holds student academic performance in very high esteem. Through school improvement initiatives and the collaboration of parents, staff and community, we will strive to prepare students to become productive, responsible, problem solving citizens who are ready to meet the challenges of our technological and multicultural society. Based on the information gathered from the Organizational Performance Improvement Snapshot (OPIS), the leadership has determined to address the following areas: (1) removing obstacles and (2) information regarding the financial status of the organization. The area of removing obstacles will be addressed by the administrative team taking a pro-active approach to problem solving. Monthly meetings will take place with the leadership comprised of administrators, department chairpersons and team leaders to discuss perceived obstacles. The area of disseminating more information about the financial status of the organization will be addressed by updates to be given regarding the financial status at regularly scheduled faculty meetings.



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.

6881 - SOUTH MIAMI MIDDLE COMMUNITY SCHOOL

VISION

South Miami Middle Community School will provide a safe learning environment in which the students will become 21st Century learners, the teachers will become literacy facilitators and the school will become a learning community.

MISSION

South Miami Middle Community School provides opportunities for every student to become a responsible, thinking citizen through an extended family of teachers, parents, students, community and business leaders working together in a safe, caring environment to develop knowledge of careers, technology, the arts and social skills as they relate to the world of work and individual future planning.

CORE VALUES

In the pursuit of excellence and the belief that every child can learn, South Miami Middle Community School strives to guide students to be lifelong learners who are ever reaching beyond the mark of excellence. Our school operates on the fundamental principles of truth, honesty, integrity, and community. Students are empowered to believe that they are responsible for their success, challenges, and future aspirations. As stated in our school motto: If it is to be, it is up to me!

School Demographics

South Miami Middle School consists of approximately 1050 students and provides an educational program based on the Sunshine State Standards and the Competency Based Curriculum for students in grades six, seven and eight. The facility is now 52 years old and was built in 1955. The campus sits on 9 acres and includes eight portable classrooms. South Miami is a magnet school for the visual and performing arts. The population consists of 12.8% Black, 67.3 Hispanic, 15.5% White and 4.4% Other. We currently have 234 students, or 22%, who scored a Level 1 or 2 on the Reading portion of the 2007 FCAT and 292 students, or 27.8 %, who scored a Level 1 or Level 2 on the Mathematics portion of the 2007 FCAT. Transportation is provided for 17% of the students and 48% of students are on Free/Reduced Lunch. South Miami Middle School is part of the South Miami Senior High School Feeder Pattern, which is currently a C School, but due to our large number of magnet students, our grade 8 students enroll in high schools throughout the county. We have three EBD classes which account for a large population of outdoor suspensions, absences and reported incidents.

The South Miami Middle Community staff consists of 18% Black, 44% Hispanic and 38% White. The Instructional Staff level of education is as follows: 27% holding a Masters Degree, 3% with a Specialist Degree, 2% with a Doctoral Degree and 3% who are National Board Certified. Our Leadership Team consists of the Principal, Assistant Principals, Department Chairpersons, Team Leaders, and UTD Representation. Our current class size is well within the state Class Size Amendment at 20.05. During the 2006-07 school year South Miami improved from number thirteen to number six in the District for Middle School attendance with a final year average of 96.64%.

Our neighboring school, South Miami K-8 Center is under construction and is in year two of a conversion to a K-8 Center which has impacted our school population.

SMMCS has received several grants over the past few years, including Healthy Schools Initiative, Children's Trust through the local community center and the Resident Scientist Program through the University of Miami. The faculty and parents, along with the Educational Excellence School Advisory Council (EESAC), work together to maintain the school's reputation as one of Miami Dade's finest.

School Foundation

Leadership:

In this category the school's mission and values being transmitted to staff was evident. The survey revealed a greater need to ask staff what they think on specific issues. The leadership team will survey staff throughout the year as different issues arise.

District Strategic Planning Alignment:

In this category the school's plans and information regarding progress was evident. The survey revealed a greater need to ask for ideas from staff. The leadership team will develop several committees which will provide input regarding various issues.

Stakeholder Engagement:

In this category the school's stakeholders are identified and informed through informational meetings. The survey revealed a greater need to ask customers if they are satisfied or dissatisfied with the work going on. The leadership team will develop questionnaires which will seek stakeholder input regarding satisfaction level and will post them on the school website.

Faculty & Staff:

In this category the cooperation and teamwork, as well as development of job skills for career advancement, were evident. The survey revealed a greater need for recognition of work accomplished. The leadership team will host several recognition events during the school year to recognized outstanding accomplishments.

Data/Information/Knowledge Management:

In this category knowledge of information and how to analyze the quality of work was evident. The survey revealed a need to inform staff regarding how the measures they use in their work fit into the organization's overall measures of improvement. The leadership team will train the staff in the use of the Continuous Improvement Model.

Education Design:

In this category good processes and information gathering were evident. The survey revealed a greater need for information regarding the distribution of resources. The leadership team will update stakeholders during the regular EESAC meetings.

Performance Results:

In this category job satisfaction and high standards of ethics were evident. The survey revealed a need to share the financial status of the organization on a regular basis. The leadership team will regularly update staff during the scheduled faculty meetings.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

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

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input 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 type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning



School Improvement Plan 2007-2008



Different Innovative Approaches to Instruction
Reading Strategy 7
Mathematics Strategy 4

Responsibility of Teaching Reading for Every Teacher
Reading Strategy 11
Science Strategy 4

Quality Professional Development for Teachers and Leaders
Professional Development component of all goals

Small Learning Communities (SLC)
Addressed through our grade level teams

Intensive Intervention in Reading and Mathematics
Reading Strategy 10
Mathematics Strategy 5
Mathematics Strategy 6

Course Choice Based on Student Goals / Interests / Talent
South Miami Middle Community School is a magnet school for the visual and performing arts.

Master Schedules Based on Student Needs
The master schedule is developed after class tallies are compiled based on student needs and teacher recommendations for student placement based on student achievement levels.

Parental Access and Support
Parental Involvement Goals 1-6

Academic and Career Planning
State mandated career education is being infused through the grade 7 social studies curriculum and our Wildcat Time period.

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

Students will improve their performance on the reading portion of the FCAT by 1%.

Needs Assessment



School Improvement Plan 2007-2008



An assessment of the data reveals that 6th grade students scored 75% proficiency, 7th grade students scored 73% proficiency, and 8th grade students scored 67% proficiency. The need is for all student groups to improve their proficiency level.

With a mean score of 323, 6th graders did not reach proficient levels in the following content clusters: Words and Phrases, Main Idea/Author's Purpose, and Comparisons. 7 out of 10 points were earned in the area of Words & Phrases, resulting in a score of 70%. 14 out of 20 points were earned in the area of Main Idea/Author's Purpose, resulting in a score of 70%. 5 out 8 points were earned in Comparisons, resulting in a score of 63%. However, 6th graders did reach proficient levels in Reference & Research, earning 5 out of 7 points for a score of 71%.

With a mean score of 328, 7th graders did not reach proficient levels in the following content clusters: Words and Phrases and Reference and Research. 5 out of 7 points were earned in the area of Words & Phrases, resulting in a score of 71%. 5 out of 7 points were earned in the area of Reference and Research, resulting in a score of 71%. However, 7th graders did reach proficient levels in Main Idea/Author's Purpose, earning 16 out of 22 points for a score of 73%. Proficiency was also reached in the Comparisons cluster, in which 7 out of a possible 9 points were earned yielding a score of 78%.

With a mean score of 325, 8th graders did not reach levels of proficiency in the following content clusters: Words and Phrases, Reference and Research and Main Idea/Author's Purpose. A score of 5 out of 7 points were earned in the area of Words & Phrases, resulting in a score of 71%. 8 out of 13 points were earned in the area of Reference and Research, resulting in a score of 61%, while 17 out of 24 points were earned in Main Idea/Author's Purpose yielding a score of 68%. However, 8th graders did reach proficient levels in Comparisons, earning 5 out of 7 points for a score of 71%.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 6-8 will improve their reading skills as evidenced by 79% scoring at a level 3 or higher on the 2008 administration of the FCAT Reading Test as compared to 70% on the 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the computer-based C.E.I. program.	Special Education Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	13000
Utilize classroom libraries in social studies and language arts classrooms to promote independent reading.	Social Studies Teachers and Language Arts Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement systematic use of the Fry Sight words to improve word recognition and vocabulary.	Special Education Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement the revised schoolwide Literacy Plan which implements and assesses the use of (a) Accelerated Reader across the curriculum (b) Research-based instructional strategies in the classrooms (c) Increased opportunities for teacher professional development.	All Teachers, Media Specialist, Assistant Principals and Reading Coach	8/20/2007	5/30/2008	Other/ Not Applicable	5000
Utilize reading logs to document a minimum of five books per marking period.	Language Arts Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide professional development on the instructional implications of the MAZE assessment and adjust instructional goals for Level 1 and 2 students accordingly.	Reading Coach and Reading Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Continue to implement and support the requirements of the District Comprehensive Research-Based Reading Plan and Middle School Rigorous Reading Requirement in the reading classes with an emphasis on the fidelity of implementation of Scholastic Read XL and Language!	Reading Coach and Reading Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	29800
Provide professional development targeting teachers of regular/advanced/gifted students on the implementation of the Literacy Plan in a way that enhances curriculum for the needs of students performing at or above Level 3.	All Teachers, Media Specialist, Assistant Principals, Reading Coach, Literacy Leadership Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement the CIM model allowing teachers to instruct, monitor, and evaluate by giving teachers access to Snapshot. Teachers will incorporate strategies from the CRRP to meet the needs of their Level 1 and 2 students while assessing their departmental action plans.	All Teachers, Media Specialist, Assistant Principals, Reading Coach, Literacy Leadership Team	8/20/2007	5/30/2008	Other/ Not Applicable	0
Create three additional early morning intensive reading courses for Level 1 or 2 magnet students.	Reading Coach and Reading Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	18000
Utilize CRISS reading strategies across all content areas.	All Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Scholastic Read XL, Language! by Sopris West, Classroom Libraries.

Professional Development

Monthly professional development for all reading teachers to include Reciprocal Teaching and other Comprehension-Building Strategies; and Direct and Explicit Instruction. Additional professional development opportunities are outlined in the school's Literacy Plan, which require mini-workshops to be held on a weekly basis. These mini-workshops encompass one of the five target areas: Lesson Plan Sharing, Data-Sharing, Technology/Media Services, and Curriculum Mapping.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Reading Test. Progress will be monitored throughout the school year using the data from the MAZE Reading Test.

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

83% of students will achieve high standards (Level 3 or higher) on the 2008 FCAT Mathematics Test.

Needs Assessment



School Improvement Plan 2007-2008



An assessment of the data reveals the 6th grade students scored 68% Level 3 proficiency, the 7th grade students scored 77% Level 3 proficiency, and the 8th grade students scored 80% Level 3 proficiency on the 2007 FCAT mathematics examination.

With a mean score of 332, 6th graders did not reach proficient levels in the following content clusters: Number Sense and Measurement. 5 out of 9 points were earned in the areas of Number Sense and Measurement resulting in a score of 56%. However, 6th graders did reach proficient levels in Geometry, Algebraic Thinking and Data Analysis. 6 out of 9 possible points were earned in both Geometry and Data Analysis resulting in a score of 67% and 5 out of 8 possible points were earned in Algebraic Thinking resulting in a score of 63%.

With a mean score of 333, 7th graders did not reach proficient levels in the Measurement Cluster where only 5 out of 9 points were earned resulting in a score of 56%. However, 7th graders did reach proficient levels in the Number Sense, Geometry, Data Analysis and Algebraic Thinking categories. 6 out of 9 points were earned in the areas of Data Analysis, Number Sense and Algebraic Thinking resulting in a score of 67% and 5 out of 8 points were earned in Geometry resulting in a score of 63%.

With a mean score of 342, 8th graders did not reach levels of proficiency in the following content clusters: Geometry, Algebraic Thinking and Data Analysis. A score of 7 out of 12 points was earned in the areas of Algebraic Thinking and Data Analysis, resulting in a score of 58%. Six out of 12 points were earned in the area of Geometry, resulting in a score of 50%. However, 8th graders did reach proficient levels in Number Sense and Measurement answering 8 out of 12 questions correctly for a score of 67%.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematical skills by 83% of students scoring FCAT achievement Level 3 or higher on the 2008 FCAT Mathematics Test. In addition 62% of students in the Black population will meet proficiency in Mathematics as per the AYP standards.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize mathematics application problems to provide students with correlation between learning mathematics and career opportunities.	Mathematics Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Infuse "Multiplication Facts in Seven Days" Program.	6th Grade Mathematics/Intensive Mathematics Teachers	8/22/2007	9/5/2007	Other/ Not Applicable	0
Provide students with opportunities to participate in FCAT practice activities as evidenced by lesson plans.	Mathematics Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide FCAT "Problems of the Day" for students in the SPED Program.	SPED Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement Riverdeep Computer Program.	Intensive Math Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	5000
Give teachers access to Snapshot so they can individualize instruction to meet the needs of their Level 1 and Level 2 students while assessing their departmental action plans.	Administrative Staff	8/20/2007	5/30/2008	Other/ Not Applicable	3100
Require students to respond to weekly FCAT practice tests across grade levels in Think, Solve and Explain mathematical problems.	Mathematics Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Require Honors Algebra I classes to infuse graphing activities.	Honors Algebra I Teachers	9/30/07	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Glencoe Mathematics; Houghton Mifflin, Aim Higher!; Riverdeep Computer Program; EduSoft

Professional Development

Monthly professional development for mathematics teachers to include Differentiated Instruction, CRISS strategies, Riverdeep Computer Program, Snapshot, AIA and curriculum alignment, Student Performance Indicators (SPI) and graphing calculator training.

Evaluation

This objective will be evaluated by scores on the 2007 FCAT Mathematics test and progress will be monitored throughout the 2007-2008 school year using Pre and Post Assessment tests given in Mathematics classes.

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

Writing Statement

Students will improve their performance on the writing portion of the FCAT.

Needs Assessment

An assessment of the data revealed that 8% of the 8th grade students tested scored below a 3.5 on the 2007 FCAT writing examination. Students will improve their writing proficiency by 1% on the 2008 FCAT writing examination.

An assessment of the data revealed that 8% of the 8th grade students tested scored below a 3.5 on the 2006 FCAT writing examination, while 92% of our students scored at 3.5 and above. Students will improve their writing proficiency by 1% on the 2008 FCAT writing examination.

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 instructional emphasis on the writing process, students in the eighth grade will demonstrate high levels of writing as evidenced by 89% of students scoring a Level 3 or higher on the 2008 FCAT Writing+ examination as compared to 88% on the 2007 test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Complete writing activities (i.e. journal writing, summaries, lab reports, essays, free writing, writing graphic organizers, comparison/contrast, diagrams, cause/effect, charts, story boards, foldables) on a regular basis that require students to respond to a variety of prompts.	Content Area Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide writing workshops for reading teachers in order to help them infuse intensive writing requirements into the intensive reading curriculum.	Reading Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Conduct FCAT Writes Boot Camp.	Language Arts Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide a core group of teachers with Write Traits training.	Language Arts Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	250
Train teachers with the utilization of the FCAT Writing Image CD in order to target classroom instruction.	Language Arts Department Chair and Language Arts Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Require content area teachers to infuse four writing samples per grading period in each content area class.	Content Area Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Give teachers access to Snapshot so they can adequately monitor student progress in order to individualize instruction to meet the needs of their Level 1 and 2 students.	Administrative Staff	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Prentice-Hall Writing and Grammar Communication in Action, Write Traits

Professional Development

Student Performance Indicators (SPI), Snapshot, Differentiated Instruction, the Writing Process, Writing Traits and FCAT WRITES+ workshops will be held for both language arts and content area teachers.

Evaluation

This objective will be evaluated by scores on the 2008 FCAT Writing+ test results. Progress will be monitored by the scores on in-house pre-examinations administered in September 2007 and January 2008. On-going progress will also be monitored by language arts teachers who will collect four writing samples per grading period, per student.

Science Goal

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

Florida Education Priorities

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

Science Statement

To engage students in utilizing the necessary science process and skills as guided by the Sunshine State Standards to surpass district and state standards and increase our mean scale score by 5 points.

Needs Assessment

The data reveals that our mean scale score increased by 17 points to 323 with 58% of our students performing at the 3 or above achievement level. An assessment of the data further reveals that South Miami Middle Community School has the 3rd highest mean scale score for middle schools in Miami-Dade County. Additionally, scores in all four content areas were on or above the state and county means. The data shows that students performed best in the Earth and Space science strand with a 67% achievement and in the Scientific Thinking strand with a 67% achievement. The area of greatest need appears to be in the content area of Physical Science where the school averaged 50% accuracy. This analysis of student performance indicates a need for more opportunities to learn that matter can be compared and combined. In order to increase student achievement in the Physical Science strand, students will participate in hands-on activities that emphasize Physical Science concepts. Moreover, students will practice testing using FCAT style questions throughout their entire tenure at South Miami Middle Community School. Students will also be involved in inquiry-based hands-on learning through competitions, such as Science Fair, SECME and the Fairchild Challenge. Professional development activities will be developed through department collaboration, state and county professional development workshops. Teachers will incorporate interdisciplinary activities in order to enhance the application of all the strands will also infusing CRISS and other reading strategies as well as mathematics and writing skills across the content area.

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grade 8 will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide workshops for science teachers which will aide in improving inquiry skills.	Science Department	8/20/2007	6/06/2008	Other/ Not Applicable	0
Give teachers access to Snapshot so they can individualize instruction to meet the needs of their Level 1 and Level 2 students while assessing their departmental action plans.	Administrative Team	8/20/2007	6/6/2008	Other/ Not Applicable	0
Emulate science processes and skills by having the 8th students construct science fair projects.	Science Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Implement CRISS and other reading strategies in teaching science curriculum.	Science Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Incorporate interdisciplinary curriculum by having 6th and 7th grade students create SECME projects.	Science Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Incorporate interdisciplinary curriculum by having 6th, 7th and 8th grade students participate in the Fairchild Challenge.	Science Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Implement the use of technology in the classroom through GIZMOS.	Science Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	3082.5
Emphasize problem solving skills in all science classes through hands-on labs and activities.	Science Teachers, Math Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	10342.67

Research-Based Programs

Glencoe Florida Science Series and related resource materials. Modern Earth Science Series and related resource materials.

Professional Development

Teachers will be trained in using the Snapshot database. Teachers will participate in District Science Workshops. Teachers that need the CRISS training will be trained in using CRISS Strategies. Teachers will be trained in using the available resources on the Dadeschools.net Science Website. Teachers will be trained on using GIZMOS to enhance classroom instruction.

Evaluation

This objective will be evaluated by scores on the 8th Grade Science FCAT subtest. In addition, South Miami will administer the District Interim Assessment to evaluate student progress.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Parental Involvement Statement

Increase parental involvement in all aspects of the learning community.

Needs Assessment

The data revealed that parental involvement in curriculum events was not as high as parental involvement in performance events. Recognizing that student achievement is directly correlated to parental involvement, multiple opportunities will be provided for parents to engage in their child's education. Five curriculum events will be targeted: Science Fair, Math Family Night, Social Studies Fair, Open House and two Evening Parent Conference Nights. The need is to increase parental involvement at curricular events by utilizing parent attendance logs and follow up surveys.

Measurable Objective

Given increased emphasis on home and school collaboration in ensuring students' academic success, each department will showcase their curriculum at various curricular events and activities for parents/guardians and the community as evidenced by attendance logs at the various events.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct parenting workshops focusing on technology, literacy and parenting skills. Acquaint parents with the Parent Academy. PTSA Standard II.	Student/Career Services Personnel	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide parents access to administrators and teachers via online resources. PTSA Standard I.	Student/Career Services Personnel and the Technology Specialist	8/20/2007	5/30/2008	Other/ Not Applicable	0
Organize a School Outreach Community Night. PTSA Standard VI.	Student/Career Services Personnel and Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	500
Organize a student intervention program to help decrease the number of indoor and outdoor suspensions while increasing student achievement. PTSA Standard V.	Administrators, Student/Career Personnel, School Resource Officer and SCSI Instructor	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide services dealing with transitional issues through Project LILEPIS (Language Instruction for Limited English Proficient and Immigrant Students). PTSA Standard I.	Student/Career Services Personnel	8/20/2007	5/30/2008	Other/ Not Applicable	0
Provide a parent workshop for accessing their child's attendance, grades assignments and FCAT Explorer.	Student Services Department	8/20/2007	5/30/2008	Other/ Not Applicable	0
Launch new website with links to promote communication.	Media Specialist	8/20/07	6/6/08	Other/ Not Applicable	5000

Research-Based Programs

National Standards for Parental Involvement
<http://www.pta.or/parentinvolvementstandards/index.asp>
 The office of Family Community Outreach District Office Parent Academy.

Professional Development

Professional development training to include: Expansion of Parent Viewer training ("Accessing Your Child's Grades"), EESAC Membership Training and Meetings, Student/Career Services Mini Conferences and FCAT Explorer.

Evaluation

This objective will be evaluated through use of the Student Services Parent Workshops Interest Survey, attendance rosters and parent contact logs. Parent participation will show a 5% increase over 2006-2007 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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Discipline & Safety Statement

Reduce the number of outdoor suspensions school-wide and reduce the percentage of Black and Hispanic students receiving suspensions.

Needs Assessment

An assessment of data using the Cognos Suspension Report reveals that 230 out suspensions were issued during the 2006-2007 school year. Further analysis indicates that 47% of students that served outdoor suspended were Hispanic and 40% were Black. The need is to reduce the total number of outdoor suspensions and decrease the percentage of Hispanic and Black students receiving outdoor suspension.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions and a 3% decrease in the number of Black and Hispanic students receiving outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement alternative strategies, i.e. Detentions and work detail.	Administrators	8/20/2007	6/6/2008	Other/ Not Applicable	0
Conduct conferences with parents, students and counselors to improve student achievement and attendance.	Counselors	8/20/2007	6/06/2008	Other/ Not Applicable	0
Utilize Peer Conflict Mediation with students to prevent fighting or other infractions.	Trust Counselor	8/20/2007	6/6/2008	Other/ Not Applicable	0
Implement Character Education during Wildcat Time to reinforce values and morals to produce productive law abiding citizens in society and better judgement of situations.	All Content Area Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Revised the 2006-2007 lunch process and schedule.	Administration	8/20/2007	8/24/2007	Other/ Not Applicable	0

Research-Based Programs

Mentoring Programs, Assertive Discipline, The World and It's People, Civics Today and Project Wisdom.

Professional Development

Professional development for content area teachers to include mentoring training, Assertive Discipline, Character Education, Transition Education, and classroom guest speakers.

Evaluation

This objective will be evaluated quarterly by using the 2007-2008 Cognos Suspension Report and Intervention Profile. The number of outdoor suspensions issued during the 2007-2008 school year will decrease by 10% and the number of Black and Hispanic students serving outdoor suspensions will decrease by 3% as compared to the 2006-2007 school year.

Technology Goal

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

Florida Education Priorities

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

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Technology Statement

Improve and increase use of technology schoolwide evidenced by a 5% increase in the usage of FCAT Explorer and Accelerated Reader during the 2007-08 school year as compared to the 2006-07 school year. Furthermore, Riverdeep will be implemented in our Intensive Math classes with the goal of establishing baseline data.

Needs Assessment

According to the results for the 2006-2007 Accelerated Reader, South Miami Middle School students need to utilize technology more often in their educational setting.

Measurable Objective

Given an emphasis on the use of technology, 65% of the student body will utilize the FCAT Explorer and/or Accelerated Reader Program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a needs assessment among the faculty and staff.	Technology Committee	8/16/2007	5/30/2008	Other/ Not Applicable	0
Align the curriculum and the technology plan.	Curriculum Committee	8/16/2007	5/30/2008	Other/ Not Applicable	0
Train students in the proper procedures regarding the FCAT Explorer, Accelerated Reader and Riverdeep programs.	Technology Committee	8/14/2007	5/30/2008	Other/ Not Applicable	0
Provide professional development for faculty on SPI, Riverdeep, Snapshot, Accelerated Reader, Riverdeep, Destiny and Edusoft to help drive instruction in the classroom.	Media Specialist Administrators	8/16/2007	5/30/2008	Other/ Not Applicable	0
Train ESE teachers to use the CEI Reading program to utilize for instruction with the ESE students scoring at Level 1 or 2.	ESE Teachers Media Specialist Reading Coach	8/16/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

National Educational Technology Standards
International Society for Technology in Education

Professional Development

Professional development needs will be included in the assessment tool. Information regarding availability of technology based professional development will be distributed to the faculty. The faculty will be trained on how to use Riverdeep, Edusoft, Snapshot and SPI among the requested training needs.

Evaluation

FCAT Explorer and Accelerated Reader reports will be monitored and evaluated on an on-going basis.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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Health & Physical Fitness Statement

Through participation, students will develop awareness and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

Current data shows that 80% of students tested for the FITNESSGRAM at South Miami Middle Community School were gold/silver award winners on the 2005-2006 FITNESSGRAM fitness test. In order to increase this percentage to 81%, students must be provided the opportunity to achieve their optimal level of fitness by participating in a developmentally productive physical fitness program.

Measurable Objective

Given instruction using the Sunshine State Standards in Physical Education, students tested in the FITNESSGRAM 2006-2007 test, the percentage of award winners at South Miami Middle School will increase to 81% of the students tested.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct the FITNESSGRAM pre and post tests to determine baseline measures and compare valid improvement levels.	PE Teacher	8/14/2006	5/30/2007	Other/ Not Applicable	0
Promote M-DCPS' Department of Food and Nutrition Free Breakfast Program in order to contribute to good health, growth and maintenance.	Cafeteria Manager Assistant Principal	8/14/2006	5/30/2007	Other/ Not Applicable	0
Promote and create awareness of healthy lifestyles by focusing on cardiovascular endurance and related activities.	PE Teachers	8/14/2006	5/30/2007	Other/ Not Applicable	0
Promote and create awareness of healthy lifestyles by focusing on strength conditioning activities.	PE Teachers	8/14/2006	5/30/2007	Other/ Not Applicable	0
Conduct an on school-site health fair which will provide health education and resources.	All Teachers	8/14/2006	5/30/2007	Other/ Not Applicable	0
Implement the Healthy School Initiative to create a healthier school environment.	Physical Education Teacher	9/20/07	5/30/08	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

FITNESSGRAM training

Evaluation

The 2007-2008 FITNESSGRAM health-related fitness pre and post tests will be examined to assess student knowledge. Pre and Post surveys will be conducted to assess student progress. Pre and Post evaluations will be conducted to determine student progress. Sign in sheets will be used as evidence of participation. Compare percentages of students using the service in August, to students using the service in January.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

Expose students at South Miami Middle School to valid forms of artistic expression and develop a greater understanding, sensitivity and respect for various ethnic and cultural backgrounds through diversified, cultural programs in the arts.

Needs Assessment

Informal parent surveys from Open House revealed a need to develop a greater sensitivity and cultural diversified arts program. The need to develop various ethnic and culturally diverse programs is evident.

Measurable Objective

Given increased exposure to the diversified cultural and ethnic backgrounds, each magnet strand will showcase diverse cultural artworks and performances across the arts strands that includes four events during the 2007-2008 school year as evidenced by sign-in roster logs, ticket sales and/or head counts.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Focus on comparing artworks and performances across art disciplines.	All Magnet Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilize gifted goals and objectives to enhance the curriculum and include interdisciplinary projects that highlight the diverse cultural backgrounds of the students at South Miami Middle School.	All Gifted Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Involve students in the performances and creation of art forms, not only national, geographical, and ethnic distinction, but also those of gender and special ability or disability.	All Magnet/Gifted Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Utilizing the Arts for a Complete Education/Florida Alliance for Arts Education Booklet, artworks and performances will be authentic and in context.	All Magnet/Gifted Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0
Include curricular connections that correlate with the social, physical sciences, mathematics, literature and languages.	All Teachers	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Arts for a Complete Education/Florida Alliance for Art Education

Professional Development

Snapshot

Evaluation

Increased participation school wide by attendance rosters at each of the four events occurring in the 2006-2007 school year.

1. Open House
2. Magnet Orientation
3. Black History Show
4. Arts Showcase

Return On Investment Goal

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

Florida Education Priorities

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

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

Return On Investment Statement

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

Needs Assessment

The most recent data supplied from the FLDOE indicated that in 2004-2005, South Miami Middle School ranked at the 85th percentile on the State of Florida ROI index.

Measurable Objective

South Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 86th 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.	Principal Assistant Principals	8/14/2006	5/30/2007	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principals	8/14/2006	5/30/2007	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Principal Assistant Principals	8/14/2006	5/30/2007	Other/ Not Applicable	0
Consider reconfiguration of existing resources.	Principal Assistant Principals	8/14/2006	5/30/2007	Other/ Not Applicable	0

Research-Based Programs

State of Florida ROI index

Professional Development

State of Florida ROI index training.

Evaluation

State of Florida ROI index.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

The EESAC recommended the distribution of the Florida Recognition Award for our FCAT success and the budget for FCAT materials such as supplementary books. It will continue to accept proposals presented by teachers/staff and will award grants as requested to utilize the total available funds for assisting with the implementation of strategies related to school improvement.

Training:

The EESAC recommended in-service training in reading techniques and technology use in the classroom and mathematics/science workshops to promote the comprehensive Mathematics and Science Program. Additionally, all staff members will be encouraged to attend workshops and/or in-services as they relate to their subject matter.

Instructional Materials:

The EESAC has recommended that software be obtained to enrich students' reading and math achievement. In addition, they have suggested that a variety of reading materials should be obtained that address the varying reading abilities of all students.

Technology:

The EESAC recommends that the Internet access in each classroom be used by the teachers to supplement lessons. It has contributed to the school five-year technology plan. All students have access to the Internet under the guidance of staff. Parents are able to communicate with staff via email. The infusion of technology is an integral part of the curriculum and students have the opportunity to develop their technological skills even if they do not have a home computer.

Staffing:

Early Bird tutoring will be provided for magnet students scoring Level 1 or Level 2 on the FCAT test.

Student Support Services:

The EESAC recommended that counselors contact students who show the ability to move to advanced or gifted classes. The EESAC continues to participate in obtaining volunteers to assist in school activities which include tutoring and chaperones for field trips. Members of the EESAC participate in providing support to parents during times of crisis and contact business leaders and professionals to participate in school-to-career activities.

Other Matters of Resource Allocation:

The EESAC recommended that they be apprised of any additional way that it can assist in the completion of the auditorium renovation project.

Benchmarking:



School Improvement Plan 2007-2008



The EESAC was updated on the academic progress of our school during the monthly EESAC meeting.

School Safety & Discipline:

The EESAC recommended that the discipline policy written by parents, students, and administrators continue. The EESAC has recommended that the TRUST Counselor provide guidance to students in promoting appropriate behavior on a consistent basis. It also recommended that the school continue to participate in the D.A.R.E. program and the recognition of students for outstanding conduct. It also supports our Character Education Program.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	65800
Mathematics	8100
Writing	250
Science	13425.17
Parental Involvement	5500
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	93075.17



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