SCHOOL IMPROVEMENT PLAN
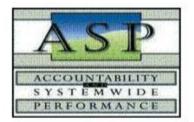## 2007 - 2008

W. R. Thomas Middle School (6901)

Feeder Pattern - G. Holmes Braddock Senior

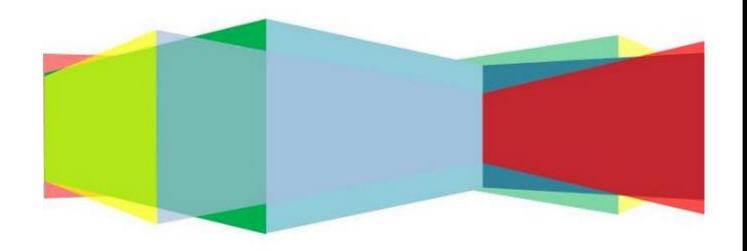Regional Center V

District 13 - Miami-Dade

Principal - Lisa Pizzimenti-Bradshaw

Superintendent - Rudolph F. Crew, Ed.D.

ASP
ACCOUNTABILITY AND SYSTEMWIDE PERFORMANCE

SCHOOL Quality IMPROVEMENT

EXECUTIVE SUMMARY

W. R. Thomas Middle Community School is located in the west central suburbs of Miami-Dade County. Although, the community has grown since 1973, the current student population of 971 shows a decline from recent years, due to the opening of new schools in the area, K-8 Centers, private schools, and charter schools. The school population is composed of 94 percent Hispanic, 4 percent white Non-Hispanic, 1 percent Asian/Indian/Multi Racial and less than 1 percent Black. W.R. Thomas Middle Community School has become a Title 1 school for the first time this school year. The school has an active community school that continues to grow and service the varying needs of the students and adults. After analyzing and evaluating pertinent data such as The School Climate Survey, FCAT Test results such as the number of students scoring at levels 1/2 (reading 38%, mathematics 33%, and science 58%), Florida Writes+ test scores, and School Improvement Plan results from 2006-07, W.R. Thomas Middle Community School, in conjunction with the Education Excellence Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2007-08 school year.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase by 2 percentage points on the 2007-08 administration of the FCAT Reading Test as compared to the 2006-07 administration of the FCAT Reading test having 62% meeting high standards.

Given instruction based on the Sunshine State Standards, the number of students identified as English Language Learners (ELL) meeting high standards in grades six through eight will increase to 58 percent on the 2008 FCAT Reading administration.

Given instruction based on the Sunshine State Standards, the number of students identified as Students With Disabilities (SWD) meeting high standards in grades six through eight will increase to 58 percent on the 2008 FCAT Reading administration.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase by 2 percentage points on the 2007-08 administration of the FCAT Mathematics Test as compared to the 2006-07 administration of the FCAT Mathematics test having 67% meeting high standards.

Given instruction based on the Sunshine State Standards, the number of students identified as English Language Learners (ELL) as meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of students identified as Students With Disabilities (SWD) meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 8 will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing +.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase 25 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given school-wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community sign-in logs, as evidenced by comparing logs from the 2006-07 to the parent sign-in logs for the 2007-08 school year.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of suspensions during the 2007-2008 school year as compared to the 628 outdoor suspensions issued during the 2006-2007 school year.

Given an emphasis on the use of technology in education, the school will increase the number of professional development opportunities in technology for teachers by 20 percent as compared to the 2006-2007 school year.

W.R. Thomas Middle Community School will improve the average health and fitness score of students as evidenced by their achieving a fitness level increase of 10 percent from the pre-test to the post-test on the FITNESSGRAM assessment.

Given emphasis on the benefits of participating in advanced academic programs, the number of students referred to the Academic Excellence Program will increase by 10% during the 2007-08 school year as compared to the 2006-2007 school year.

W. R. Thomas Middle Community School's Return On Investment (ROI) percentile ranking will increase by at least one percentage points.

In order for W.R. Thomas Middle Community School to achieve our goals and objectives, we have found a need to address the two following areas as determined by the Organizational Performance Improvement Survey. Based on this self-assessment tool, the two lowest averages on the survey were strategic planning and process management. Therefore, there is a need to address these two areas and target them throughout the school year. Results show that in the future, the school needs to solicit more teacher and staff input on planning for the future of the school, as well as incorporate processes in which staff state their needs within the classroom. Although we presently utilize curriculum leaders from all curriculum areas to solicit the needs and represent their respective areas, in the future we will put the organizational plans and assessments in writing and discuss the operation of the school with faculty on faculty chat days. This will ensure we are addressing the concerns of all faculty and staff members and that we, as an organization, are meeting our goals and objectives. With these changes, we will be better equipped to create a positive school climate, one that will assist in the achievement of our academic objectives.

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.

6901 - W. R. THOMAS MIDDLE SCHOOL

VISION

We are committed to provide educational excellence for all.

MISSION

The mission of W.R. Thomas Middle Community School is to encourage each student to achieve the highest standards in academics, technology, and the arts by creating a climate of excellence that will instill the importance of lifelong learning within the home, school, and community.

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 our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demograhics

W.R. Thomas Middle Community School is located on 17.14 acres in southwest Miami-Dade County at 13001 S.W. 26th Street. This 53 classroom building is augmented with a free standing auditorium, a media center, and science wing. This 34 year-old building has been retro-wired to provide Internet and Intranet access to 100 percent of the classrooms. W.R. Thomas Middle Community School has continued to increase the use of technology by providing computer access to all students and teachers. This is accomplished by having computers in the classroom and in the media center, as well as computer labs available to all students. Each teacher has a designated computer within their classroom to be utilized solely for the electronic gradebook.

The school employs a total of 99 full-time faculty and staff members. In addition to this, there are fifteen part-time staff members. The division is as follows: four administrators, fifty-six classroom teachers, two guidance counselors, one trust counselor, one reading coach, one career specialist, one behavior management teacher, one SPED program specialist, seven paraprofessionals, eight clerical employees, one cafeteria manager, seven custodial workers, one media specialist and one Micro-systems Technician. Of the teaching staff, eight are new to this school, with the average length of time teaching in Florida at 12 years and 22 percent having advanced teaching degrees.

W. R. Thomas Middle Community School serves 973 students from the surrounding neighborhood, including standard curriculum students (688), SPED students (238) and ELL students (103). The mobility index is 25. The ethnic/racial makeup of the student population is: 92% Hispanic, 6 % White non-Hispanic, 1% Asian/Indian/Multiracial, and 1% Black. Students are provided the opportunity to participate in interscholastic athletics and extra-curricular academic activities. In addition, students that need extra help in mastering skills taught in the classroom are served through after-school tutoring programs.

W.R. Thomas Middle Community School provides several services and opportunities with the collaboration of the community. Approximately 950 students and community members participate monthly in a variety of programs, including English Language Learner and Miami-Dade College, which offers credit and non-credit classes, and personal growth classes. The community enjoys the benefits of using the school as a meeting place for several local and school organizations.

W.R. Thomas Middle Community School works closely with the following elementary schools in our feeder pattern: Greenglade Elementary, Joe Hall Elementary, Village Green Elementary, Wesley Matthews Elementary, and Zora Neal-Hurston Elementary. We work with these schools on articulation issues to ensure that entering sixth graders are prepared with the background needed to be successful in the middle school setting. The majority of students leaving our school after eighth grade will attend G. Holmes Braddock High School (GHBHS). The staff from W.R. Thomas Middle Community School works closely with GHBHS, Southwest, Ferguson, Felix Varela, and other magnet schools concerning articulation, thus ensuring that entering ninth graders are prepared with the background needed to be successful in high school.

W.R. Thomas Middle Community School's collaborative system of leadership includes representatives from all stakeholders groups in the decision-making process. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions.

Innovation is encouraged and new ideas are given every opportunity to succeed. W.R. Thomas Middle Community School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of the strategic planning process. This on-going communication between the student leadership team and the stakeholders enable us to provide educational programs that are tailored to students' needs. Offering support to parents and students is crucial to the success of the school. W.R. Thomas Middle School has instituted an Academic Tutorial Program and as well as alternative-to-suspension programs to provide services beyond the academic school day.

School Foundation

Leadership:

W.R. Thomas Middle Community School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups. Review of the Organizational Performance Improvement Snapshot (OPIS) leadership category resulted in an average score of 4.3 indicating that stakeholders are in agreement that leaders in the school create a supportive work environment. Stakeholders also agree that leaders share information about the organization and let them know what is important to the success of the school.

District Strategic Planning Alignment:

The OPIS survey results indicated that in the area of district strategic planning the overall score was 4.0. Scores on the individual items indicate that the organization needs to increase the solicitation of workers for their ideas and have more discussions as to whether goals and objectives are being met. Stakeholders were aware of the goals and objectives of the school, but stated that there needed to be more involvement in the process of creating these goals. Discussions throughout the school year on the implementation of the School Improvement Plan should result in an increased score in this category.

Stakeholder Engagement:

A review of the results of the OPIS revealed that in the category of stakeholder engagement, knowing who the customers were was an area of strength. The weakest area was designated as knowing if parents and students are satisfied or dissatisfied with my work and should improve with the implementation of the parent link which will be operational this school year, as well implementation of a school generated survey.

Faculty & Staff:

W.R. Thomas Middle Community School stakeholders work as a team to guarantee quality educational experiences for its students. Input from all stakeholders is considered an essential part of program improvement. This ongoing communication between the school leadership team and stakeholders enables us to provide educational programs that are tailored to student needs. The teacher mentor program at W.R. Thomas Middle Community School includes a teacher "Survival Guide", assignment and implementation of Professional Growth Team based on P.A.C.E.S., and assistance and support time with an administrator. In addition, new beginning teachers are paired with a mentor teacher that monitors the progress of the teacher and ensures that operational issues (lesson planning, report cards, grade-books, etc.) comply with district guidelines. The Media Center maintains a professional development resource library available to all teachers. In-service opportunities are made available on a monthly basis in order to promote professional growth.

Data/Information/Knowledge Management:

The utilization of data increased during the 2005-2006 school year and is revealed on the 2006-2007 OPIS. W.R. Thomas Middle Community increased the use of data to drive curriculum during the 2005-2006 school year and continues to be improved upon this 2006-2007 school year. The utilization of pacing guides and the return of interim assessments will help to achieve this goal. the increased in professional development on SPI, the use of FCAT developmental scores as well as benchmark alignment with curriculum can be attributed to the OPIS score. By also sharing data with parents and community, W.R. Thomas Middle Community School will continue to keep stakeholders involved in our students learning.

Education Design:

W.R. Thomas Middle Community School is a traditional educational center with the Continuous Improvement Model as its decision making core. The goal and practice is to improve the educational opportunities and achievement levels of our students with data driven research in order to bring about the most effective and efficiently delivered program for our students. This allows for a breakdown of the changes process in manageable pieces. Each subject area department is led by a department curriculum leader that meets weekly with the curriculum assistant principal to monitor implemented programs and methodologies for improved student achievement. In addition to this, each curriculum leader meets weekly with their respective departments to share and collect data. A grade level advisor assists in aligning programs with school-wide objectives and leads each grade level in our school-wide model. All this has one purpose, to increase academic achievement and to monitor the lack of achievement in a timely fashion and allowing for adjustments as the academic year progresses.

Performance Results:

The results of the educational design are increased team collaboration and planning which directly impacts student success. This can be seen through faculty and department meetings which are used for professional development activities. Through this collaboration, planning has taken place which helps to address classroom needs in various areas such as discipline, assessment in the classroom, and effective implementation of the Continuous Improvemnt Model.

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.) :

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

Different Innovative Approaches to Instruction are utilized on a daily basis. It is evident in the lesson plans, learning centers, research-based programs, use of the technology lab and inclusionary practices.

Responsibility of Teaching Reading for Every Teacher is ensured daily through the homeroom activities planned by the reading coach and implemented through the homeroom teachers. In addition, the content area teachers are trained on the use of reading strategies and are required to implement them in their lesson plans. Elective teachers also contribute by dedicating time within their lesson plans reinforcing both reading and writing skills.

Quality Professional Development for Teachers and Leaders is ensured through the assistance of the Professional Development Liaison, and the Assistant Principal for Curriculum. The staff has been surveyed on their professional development needs during the opening of school. Currently, professional development has been scheduled for technology, differentiated instruction, CRISS strategies, and data analysis.

Small Learning Communities have been set up along with the master schedule. Grade level teams have been created to include teachers from each of the core subject areas as well as elective teachers.

Intensive Intervention in Reading and Mathematics has implemented for all Level 1 and 2 students. Students were identified by counselors and placed in reading plus, intensive math and reading courses. These courses use research based programs such as READ 180, SuccessMaker, Read XL, Riverdeep, and FCAT Explorer.

Course Choice Based on Student Goals/Interest/Talent is determined through the Student Services department when student articulation takes place yearly. Every effort is made to align students' talents with elective choices. In addition, extracurricular activities have been implemented for athletics and performing arts, as well as community educational programs.

Master Schedules Based on Student Needs is created yearly to include programs to include remediation for level one and two students. Courses and teacher assignments are based on student academic requirements and needs through the articulation process. A review of the current year's student data and trends help in the planning and development of the master schedule.

Parental Access and Support is facilitated through the Parent Academy Liaison, parent workshops offered in the evening, Parent/Teacher/Student Association (PTSA) activities and events, as well as the Parent Portal and school's website.

Applied and Integrated Courses are implemented through the vocational programs which include Business Education, Family and Consumer Sciences, Industrial Technology.

Academic and Career Planning will be implemented through all grade levels. Grade six students will participate in the Middle Moves Program, grade seven will receive academic and career planning instruction through Civics courses as required by the district, and grade eight students will receive instruction in academic and career planning through Eighth Graders Going to College and Middle School Career and Education Planning.

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
☑	☑	☑	☑	☐	☑

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.
☑	☑	☑	☐	☑

Reading Statement

Reading skills will improve for all students to include ELL and SPED students, as well.

Needs Assessment

An assessment of Reading FCAT data reveals that sixth, seventh, and eighth grade students are still reading below grade level. Specifically, 45 percent in grade six, 46 percent in grade seven and 55 percent in grade eight. Adequately Yearly Progress data indicates that our English Language Learners (ELL) and Students with Disabilities (SWD) subgroup populations are both in need of additional assistance. Assessment of ELL data reveals that 13 percent of our student population scored at or above grade level in reading. The federal requirement of a minimum of 58 percent indicates at least a 45 percent expected improvement. Assessment of SWD data reveals that 21 percent of our student population scored at or above grade level in reading. The federal requirement of a minimum of 58 percent indicates at least a 37 percent expected improvement. This represents a challenge that will be undertaken based on achievement trends for both subgroups.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☐	☐	☐	☐	☑	☑

Miami-Dade County Public Schools

School Improvement Plan
2007-2008

SCHOOL
Quality
IMPROVEMENT

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase by 2 percentage points on the 2007-08 administration of the FCAT Reading Test as compared to the 2006-07 administration of the FCAT Reading test having 62% meeting high standards.

Given instruction based on the Sunshine State Standards, the number of students identified as English Language Learners (ELL) meeting high standards in grades six through eight will increase to 58 percent on the 2008 FCAT Reading administration.

Given instruction based on the Sunshine State Standards, the number of students identified as Students With Disabilities (SWD) meeting high standards in grades six through eight will increase to 58 percent on the 2008 FCAT Reading administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the part-time reading coach to demonstrate and model effective reading lessons across all curriculum groups.	Reading coachAdministration	8/20/07	6/5/08	District-wide Literacy Plan	
Implement CRISS strategies across the curriculum.	All Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Provide opportunities for students to attend an Academic Tutorial Program after school (to include ELL and Students With Disabilities (SWD)).	SPED Department,ELL Teachers, Inclusion Teachers, Curriculum A.P.	8/20/07	6/5/08	District-wide Literacy Plan	
Implement school wide literacy initiatives (Word of the Week (WOW), homeroom reading activities and Leadership Read-Aloud) to improve student achievement in reading.	Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	
Collaborate between language arts/reading and mathematics teachers to integrate language arts/reading skills with math word problems to include main idea, vocabulary, and sequencing.	language arts, reading and mathematics teachers	8/20/07	6/5/08	Other/ Not Applicable	
Enhance reading strategies and differentiated instruction through the use of technology (Read 180, FCAT Explorer, SPI, PLATO, Edusoft, Accelerated Reader and Teen Biz 3000).	language arts teachers, reading coach, media specialist	8/20/07	6/5/08	District-wide Literacy Plan	
Identify SWD students using the Continuous Improvement Model who will be enrolled in inclusion classes. This will allow them to receive grade level instruction as well as the assistance from a SPED teacher; as well as learning centers and technology-based instruction.	Language Arts Teachers, Inclusion Teachers, and the Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	
All elective programs will infuse reading into the curriculum with at least one reading assignment each week.	Elective Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Pairing of bilingual students with ELL levels 1, 2, and 3, with other non-ELL students to help with correction translation, and interpretation of textbooks, tests, and any other written instructions which are required to carry out assigned tasks.	Social Studies, Science, and Mathematics Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Students will be required to do current event assignments, finding a current event in the newspaper, read it, summarize it, and present to class. This will foster an increase in reading comprehension as well as heighten student awareness of the world around them.	Social Studies Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Correlate SSS and other science related skills through reading, writing, and integrated curriculum infusion for all subgroups.	Science Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Student service department will monitor student academics each nine week period to ensure academic success.	Student Service Department	8/20/07	6/5/08	District-wide Literacy Plan	
Utilize District Interim Assessment data to assess student progress throughout the school year.	Assistant Principal for Curriculum, All Instructional Staff	8/20/07	6/5/08	District-wide Literacy Plan	

Research-Based Programs

Read 180/ Scholastic (Level 1 students)
Read XL / Scholastic
Florida FCAT Reading Coach / Hodges and Magulies
Classworks
Oral Reading Fluency
Additional Resources: Accelerated Reader

Professional Development

Professional development will include the following: Creating Independence Through Student-owned Strategies (CRISS) training, Reciprocal Teaching Techniques, reading plus teacher trained on the use of Read 180, Accelerated Reader, Oral Reading Fluency (ORF), FCAT Explorer, Edusoft training, Riverdeep and Classworks and differentiated learning strategies and vertical/horizontal planning which aligns district pacing guides with school-site reading data.

Evaluation

This objective will be evaluated utilizing the results of the 2008 FCAT reading subtest as compared to the 2007 data. Semi-annual progress monitoring will take place via the district semi-annual assessments. Students will be monitored via the Read 180 usage log, Gates-Mac Ginitie Test scores, Oral Fluency Test scores and after school attendance sheets. FCAT data will be distributed to teachers to be utilized within class instruction as evidenced by lesson plans and departmental meeting minutes. In addition, Accelerated reader data will be used by Language Arts teachers to monitor positive growth in reading comprehension and quarterly test results will be analyzed on a reader growth chart to clearly identify areas of strength and weakness for student progress.

Mathematics Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	✔	☐	✔

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.
✔	✔	✔	☐	✔

Mathematics Statement

Mathematics achievement will improve for all NCLB groups.

Needs Assessment

An assessment of Mathematics data reveals that sixth, seventh, and eighth grade students are still below grade level in Mathematics. Specifically: 58 percent in grade six, 43 percent in grade seven and 35 percent in grade eight. Adequately Yearly Progress data indicates that our English Language Learners (ELL) and Students with Disabilities (SWD) subgroup populations are both in need of additional assistance. Assessment of ELL data reveals that 31 percent of our student population scored at or above grade level in mathematics. The federal requirement of a minimum of 62 percent indicates at least a 31 percent expected improvement. Assessment of SWD data reveals that 20 percent of our student population scored at or above grade level in mathematics. The federal requirement of a minimum of 62 percent indicates at least a 42 percent expected improvement. This represents a challenge that will be undertaken, based on achievement trends for both subgroups.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
✔	☐	☐	☐	☐	☐	☐	✔	✔

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades six through eight will increase by 2 percentage points on the 2007-08 administration of the FCAT Mathematics Test as compared to the 2006-07 administration of the FCAT Mathematics test having 67% meeting high standards.

Given instruction based on the Sunshine State Standards, the number of students identified as English Language Learners (ELL) as meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of students identified as Students With Disabilities (SWD) meeting high standards in grades six through eight will increase to 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize weekly departmental meetings to plan appropriate instructional interventions throughout the school year.	Mathematics Department	8/20/07	6/5/08	District-wide Literacy Plan	
Increase assistance in content areas using home language for limited proficient students.	ELL Paraprofessional	8/20/07	6/5/08	District-wide Literacy Plan	
Utilize grade level pre/post/ tests and District Interim Mathematics Assessments to monitor student performance, in addition to incorporating Edusoft technology.	Administrators, Mathematics Department	8/20/07	6/5/08	District-wide Literacy Plan	
Collaborate between Science and Mathematics teachers to integrate math applications and science targets to include equations, formulas and other calculations.	Mathematics Teachers, Science Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Increase the use of classroom manipulative materials in order to provide a variety of opportunities for students of all levels and learning styles.	Mathematics Department	8/20/07	6/5/08	District-wide Literacy Plan	
Provide after school tutorial opportunities for all students to include Limited English Proficient students and Students with Disabilities.	Community School, Mathematics Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Elective department will reinforce mathematics skills throughout specific course content.	Elective Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Incorporate mathematics journal writing by training students to use "In order to solve..." statement when explaining solutions in the form of short/long responses.	Mathematics Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Student service department will monitor student academics each nine week period to ensure academic success.	Student Services	8/20/07	6/5/08	District-wide Literacy Plan	
Monitor students functioning in the lowest quartile of the FCAT mathematics test, by means District Interim Assessment data, teacher-made tests and through student academic grades.	Mathematics Teachers and Student Services	8/20/07	6/5/08	District-wide Literacy Plan	

Research-Based Programs

Core Mathematics Program Grade 6-7 / Glencoe Series 1-2
8th Grade Pre-Algebra/Glencoe
6th Advanced Course/Glencoe Series
7th Advanced Course/Pre-Algebra Glencoe
Algebra I / Prentice Hall
Additional resource for all grades: FCAT Coach/Hodges and Magulies
Additional Resources used for intervention groups:
Grade 6: Middle Grades Math (Tools For Success)/Prentice Hall
Grade 7: Middle Grades Math (Tools For Success)/Prentice Hall
Grade 8: Mathematics Exploration and Applications / Prentice Hall
FCAT Explorer
Riverdeep

Professional Development

Professional Development will include the following: Data Analysis, Linking Data to Instruction, FCAT Explore, differentiated instructional techniques, Edusoft training, Riverdeep, as well as vertical/horizontal planning which aligns district pacing guides with school-site mathematics data.

Evaluation

This objective will be evaluated utilizing the results of the 2008 FCAT mathematics subtest as compared to 2007 data. District progress monitoring will take place via district assessments. In addition to this, after school tutorial attendance logs will be used to monitor student involvement in academic programs. FCAT data will be distributed to teachers and will be utilized within the class instruction as evidenced by lesson plans and departmental meeting minutes.

Miami-Dade County Public Schools

School Improvement Plan
2007-2008

SCHOOL
Quality
IMPROVEMENT

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
☐	☑	☑	☐	☐	☐

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.
☑	☑	☐	☐	☑

Writing Statement

Writing scores will improve for grade eight students.

Needs Assessment

An assessment of data revels that 92 percent of grade eight students are meeting high standards on the FCAT Writing Test. Annual Yearly Progress indicates that our English Language Learners (ELL) students and Students With Disabilities (SWD) subgroup populations are in need of additional assistance. An assessment of data reveals that 71 percent of eight grade English Language Learners (ELL) students are meeting high standards on the FCAT Writing. Additional assessment of data reveals that 74 percent of eighth grade Students With Disabilities (SWD) are meeting high standards on the FCAT Writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 8 will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Write Traits across the curriculum in the instruction and evaluation of student writing with the social studies department.	Lanuage Arts and Writing Teachers, Social Studies Department	8/20/07	6/5/08	District-wide Literacy Plan	
Engage in daily writing activities such as journal writing, note taking, and problem-solving.	Language Arts Teachers and Writing Teacher	8/20/07	6/5/08	District-wide Literacy Plan	0
Utilize weekly departmental meetings with department curriculum leaders to plan appropriate instructional interventions throughout the school year.	Administrators, Curriculum Leaders, Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Administer timed expository and persuasive writing prompts.	Language Arts Teachers and Writing Teacher	8/20/07	6/5/08	District-wide Literacy Plan	
Implement the use of a writing center in the intensive reading and intensive reading plus classes to reinforce writing benchmarks addressed in Language Arts classes.	Reading Teachers and Reading Coach	8/20/07	6/15/08	District-wide Literacy Plan	
Use graphic organizers to develop re-writing exercises that will aid students to effectively develop main ideas.	Language Arts, Reading Teachers, and Writing Teacher	8/20/07	6/5/08	District-wide Literacy Plan	
Elective department will assign at least one essay type assignment per grading period.	Elective Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Peer editing will be used to evaluate home learning assignments. Students will check each other's papers for spelling, capitalization, and grammatical errors.	Language Arts Teachers, Social Studies Teachers, and Writing Teacher	8/20/07	6/5/08	District-wide Literacy Plan	
All students will enter a minimum of three district, state or national essay competitions including but not limited to the VFW Patriot's Pen, Hispanic Heritage, Native American, Black History, Women's History, and the Holocaust.	Language Arts Teachers, Writing Teacher	8/20/07	6/5/08	District-wide Literacy Plan	
Teachers will use the graphic organizers provided in every section of the student's Active Reading/Note-taking Guides which are consumables accompanying school textbooks.	Language Arts Teachers, Writing Teacher	8/20/07	6/5/08	District-wide Literacy Plan	
Utilize Edusoft to score the writing pretest/posttest and use the results to focus instruction on writing weaknesses.	Language Arts Teachers and Writing Teacher	8/20/07	6/5/08	District-wide Literacy Plan	
Collaborate with the Social Studies department in a combined monthly meeting to evaluate and remediate student writing.	Language Arts Teachers and Social Studies Teachers	8/20/07	6/5/08	District-wide Literacy Plan	

Research-Based Programs

6-8 Writers Choice Grammar and Composition Textbooks/Glencoe
Grade 8 Write Source Textbooks / Great Source
Grade 7-8 Write Traits Program / Great Source
Additional resources used for all groups: supplementary class sets of grade level novels and practice workbooks provided by the publishers.

Professional Development

CRISS Training strategies
Write Traits Instruction

Professional Development will include the following: Data Analysis, Linking Data to Instruction, the creation of a verical/horizontal departmental writing plan, FCAT Explore,Edusoft, and Riverdeep training.

Evaluation

This objective will be evaluated utilizing the results of the 2008 FCAT Writing+ subtest as compared to 2007 data. District progress monitoring will take place via district assessments.

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
☐	☑	☑	☑	☑	☐

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.
☑	☑	☐	☐	☐

Science Statement

Science scores will improve for grade eight students.

Needs Assessment

W.R. Thomas Middle Community School achieved level 3 and higher for forty-two percent of eighth grade students taking the 2006-07 Science FCAT test. In reviewing mean points earned by content area, it becomes quite evident that the greatest needs are in the areas of physical/chemical with a score of 6 our of a possible 14 points, life and environmental with 6 out of a possible 13 points, and scientific thinking with scoring 6 out of a possible 12 points. Further review of the data shows that W. R. Thomas science scores score of 38% meeting high standards was 4 percentage points higher than the state total.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade eight will increase 25 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 the opportunity for all students to complete unit/strand specific science labs.	Science Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Implement on-going review of FCAT Science benchmarks through data acquired from teacher tests and District Interim Assessments.	Science Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Correlate SSS and other science related skills through reading, writing, and Gizmos and integrated curriculum infusion for all subgroups.	Science Teachers, Inclusion Teachers, ELL Paraprofessional	8/20/07	6/5/08	District-wide Literacy Plan	
Utilize Sunshine State Standards strands with respect to the scientific method and inquiry.	Science Teachers and Inclusion Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Identify students in all subgroups scoring in the lowest quartile of the FCAT Science Test and provide a tutorial program to assist in remediation.	Science Teachers and Inclusion Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Collaborate between Science and Mathematics teachers to develop lessons and assessments that integrate math applications and science targets to include equations, formulas, and other calculations.	Math Teachers,Science Teachers, Administration	9/20/07	6/5/08	District-wide Literacy Plan	
Student service department will monitor student academics each nine week period to ensure academic success.	Student Service Department	8/20/07	6/5/08	District-wide Literacy Plan	
Use available bilingual resources in the classroom to include textbook glossary, on-line resources and teacher created tools to assist ELL students.	Science Teachers, ELL Paraprofessional	8/20/07	6/5/08	District-wide Literacy Plan	
Elective department will reinforce science benchmarks through subject appropriate skills.	Elective Department	8/20/07	6/5/08	District-wide Literacy Plan	

Research-Based Programs

Grade 6-8: Florida Edition of FL Science / Glencoe Grade 6-8
Grade 9: Earth and Space Science – Science Insights/Scott Foresman
All grade levels will use Florida FCAT Science Coach as a resource/Hodges and Gizmos.

Professional Development

Professional development will include the following: Data Analysis, Hands-On Science, Secondary Science Chairpersons' Meetings, Edusoft and Riverdeep training, Hands-on Science for Middle School, Linking Data to Instruction by developing a horizontal/vertical departmental action plan aligning district pacing guides with school needs (based upon data analysis).

Evaluation

This objective will be evaluated utilizing the results of the 2008 FCAT Science subtest as compared to 2007. Assess quarterly FCAT Interim Assessment Data results to provide systematic chart of progress toward science benchmarks. On-going monitoring will take place via the school site assessments of logs kept in lesson plans, student portfolios, student projects, staff tutorial logs, parent meeting logs, and student grades.

Miami-Dade County Public Schools

School Improvement Plan
2007-2008

SCHOOL
Quality
IMPROVEMENT

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
☐	☐	☑	☑	☑	☑

Miami-Dade County Public Schools

District Strategic Plan

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☑	☐	☑	☑	☐

Parental Involvement Statement

Promote the Parent Academy, increase parental involvement along with family and community literacy.

Needs Assessment

W.R. Thomas Middle Community School demonstrates its customer-based approach through its varied and continuous communication with parents, teacher, students and the community at large; however, there is a need to increase parental involvement for day school activities.

Measurable Objective

Given school-wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community sign-in logs, as evidenced by comparing logs from the 2006-07 to the parent sign-in logs for the 2007-08 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide communication of Parent Academy Workshops through PTSA sponsored flyers, school marquee, school website and Neighbors weekly school affairs.	Administration, Athletic Director	8/20/07	6/5/08	Improve Public Perception	
Provide information regarding Parent Academy during the resource fair through Open House as well on-going training of the use of the Parent Portal.	Administrators, Community School	9/11/07	9/11/07	Improve Public Perception	
Increase parent involvement in student academic success by enlisting teachers to use SchoolNotes.com to post home learning and to facilitate communication between parents and teachers.	All Teachers	8/20/07	6/5/08	Improve Public Perception	
Communicate student progress through the use of student agenda.	Teachers and Team Leaders	8/20/07	6/5/08	Improve Public Perception	
Provide communication of school activities through the Connect-ED phone system.	Administration	8/20/07	6/5/08	Improve Public Perception	
Increase the number of departmental workshops offered at PTSA meetings to encourage parental involvement with student assignments and PTSA.	Curriculum Leaders, PTSA Board and Members	8/20/07	6/5/08	Improve Public Perception	
Host a parent night to inform parents about FCAT and reading initiatives at the school.	Reading Department, Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	
Increase the number of parent volunteers and those eligible to chaperone events.	Team Leaders	8/20/07	6/5/08	Improve Public Perception	
Increase the number of PTSA meetings through the use of Connect-Ed, the PTSA email Newsletter, bilingual flyers, the Neighbors section of the newspaper (in English and Spanish), and the marquee.	PTSA Board and Members, Activities Administrator	8/20/07	6/5/08	Parental Choice Options	
Coordinate a volunteer breakfast to increase parent participation and community involvement.	PTSA Board and Members, Activities Administrator	8/20/07	6/5/08	Parental Choice Options	

Research-Based Programs

National PTA Communicating With Home-Successful Programs
Just Read
Florida School District website with parental resources
Parent Portal
School Climate Survey
The Inclusion Network

Professional Development

Professional development will include the following: PROUD Workshop (Student Services)and Parent Academy inservices to include use of the parent portal, the school website and "What your child should know," website which is off the FLDOE webpage.

Evaluation

This objective will be evaluated utilizing the sign-in sheets and rosters for parent meetings.

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
☐	☑	☐	☐	☐	☑

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.
☑	☑	☑	☐	☑

Discipline & Safety Statement

Discipline and safety will increase at W.R. Thomas Middle Community School during the 2007-2008 school year.

Needs Assessment

During the 2006-2007 school year W.R. Thomas Middle Community School administration administered 628 outdoor suspensions. The outdoor suspensions resulted in students missing valuable learning in a positive learning environment. There is a need to decrease the number of outdoor suspensions.

Miami-Dade County Public Schools

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of suspensions during the 2007-2008 school year as compared to the 628 outdoor suspensions issued during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the S.C.S.I. Indoor Suspension Program as an alternative to outdoor suspensions.	Administrator and S.C.S.I. Teacher	8/20/07	6/5/08	Continuous Improvement Model	
Share classroom behavior best practices during curriculum department meetings, as well as sharing information obtained from Individual Education Plan and Behavioral Intervention Plan professional development workshops.	Curriculum Leaders, Team Leaders, Program Specialist	8/20/07	6/5/08	Alternative Education	
Increase contact with parents before disruptive behavior requires suspension.	Assistant Principal, Faculty, Counselors	8/20/07	6/5/08	Exchange Meaningful Information	
Provide and utilize before school detentions as an alternative to indoor suspension.	Assistant Principals,Faculty	8/20/07	6/5/08	Alternative Education	
Establish a school discipline committee to create an updated discipline plan and monitor the use of classroom discipline plans on a quarterly basis utilizing the Positive Approach to Discipline and the Assertive Discipline models.	Administrator, Discipline Committee	8/20/07	6/5/08	Alternative Education	
Increase the use of Academic Tutorial Program for FCAT Enrichment as an alternative to suspension program.	Administrator	9/1/2006	5/30/2007	Academic Enrichment Opportunities	6000
Meet with the safety committee and the Critical Response Team regularly to review current policies and procedures, and make any adjustments, as necessary	Critical Response Team, Head Custodian, Administrators, Security	8/20/07	6/5/08	Safe and High-quality Facilities	
Create Opportunities to promote positive student behavior my means of honor roll assemblies, team rewards and incentives, and Student of the Month.	Team Leaders, Counselors, Administration	8/20/07	6/5/08	Improve Public Perception	
The elective department will reinforce polices and procedures as they pertain to specific course requirements and equipment.	Elective Department	8/20/07	6/5/08	Safe and High-quality Facilities	

Research-Based Programs

The Multi-Intelligence Classroom
Continuous Improvement Model

Professional Development

How to write an Individual Education Plan (IEP)-Special Area Teachers
How to write a Behavioral Intervention Plan (BIP)-Special Area Teachers
Teachers in need of classroom management intervention will be attending TEC workshops. The discipline committee will review the current assertive discipline plan and make any revisions, as necessary.

Evaluation

The number of outdoor suspensions for the 2007-08 school year will be monitored on a regular basis to ensure a decrease. Intervention programs will be developed using the Trust Counselor, as well as parent conference to ensure that proactive measures are in place. The nature and frequency of discipline issues will be monitored and strategies to build positive student behavior will be implemented through student services, honor roll assemblies and team activities.

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
☐	☑	☑	☑	☐	☑

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.
☑	☑	☑	☑	☑

Technology Statement

Increase the use of technology in the school and acquire funds for the purchase of additional technology resources.

Needs Assessment

There is growing evidence to indicate a positive relationship between technology and student achievement at the middle school level. Years of brain research reveal that middle school students learn best when they are actively engaged in context. It has been proven that technology rich learning environments help students to not only learn the basic skills like reading, math, and science, but also learn the principles that underlie complex data. Therefore, W. R. Thomas needs to enhance opportunities for student computer use and the purchase of additional technology.

Measurable Objective

Given an emphasis on the use of technology in education, the school will increase the number of professional development opportunities in technology for teachers by 20 percent as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase students knowledge of technology tools through their Computer and Business technology classes.	Business Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Develop lessons across all grade levels and disciplines to guide students' exploration of the Internet and the World Wide Web as a source of career and employment opportunities.	Teachers, Counselors	8/20/07	6/5/08	Other/ Not Applicable	0
Enhance reading strategies and differentiated instruction through the use of technology (Read 180, FCAT Explorer, SPI, PLATO, Accelerated Reader, and Teenbiz 3000).	Reading Teachers, ELL Teachers, Reading Coach	8/20/07	6/5/08	District-wide Literacy Plan	
Students will create a minimum of two computer generated assignments through content area classes.	All Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Increase student accessibility to computers by means of the computers housed in the Media Center and the computer lab in room 130.	Media Specialist, Micro-Systems Technician, Teachers	8/20/07	6/5/08	District-wide Literacy Plan	
Increase the use of Edusoft technology for testing throughout the core subject areas.	Curriculum Leaders	8/20/07	6/5/08	District-wide Literacy Plan	
Enhance the school's website to include links to the parent portal and current school news.	Website Facilitator	8/20/07	6/5/08	Improve Public Perception	

Research-Based Programs

National Middle School Association, Technology in the Middle School

Professional Development

Teachers need additional inservice in the area of technology to include: Power Point, Edusoft, SPI, Microsoft Word, FCAT Explorer, Riverdeep, and PLATO.

Evaluation

This objective will be evaluated through Professional Development Plans and signature pages

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
☐	☑	☑	☑	☐	☑

Miami-Dade County Public Schools

District Strategic Plan

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☑	☑	☐	☐	☑

Health & Physical Fitness Statement

To increase physical fitness and health awareness in our students.

Needs Assessment

In a society where obesity is increasing among teenagers, there is a need to increase the fitness level of our students. To properly assess both student fitness performance and programmatic success, a pre-test will be administered to determine the student's baseline measure of fitness. After teaching student utilizing the Sunshine State Standards a post-test will be administered at the end of the school year. Student health-related fitness will be assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

W.R. Thomas Middle Community School will improve the average health and fitness score of students as evidenced by their achieving a fitness level increase of 10 percent from the pre-test to the post-test on the FITNESSGRAM assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Give all physical education students the appropriate amount of instructional time to related activities. Activities will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers	8/20/07	6/5/08	Healthcare & Healthy Choices	
Give all physical education students a post-test on the FITNESSGRAM.	Physical Education Teachers	3/1/2008	5/30/2008	Healthcare & Healthy Choices	
Compare pre- and post-test data to provide valid measure of student/school improvement. This will further provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated objectives and goals.	Physical Education Teachers	8/20/07	6/5/08	Healthcare & Healthy Choices	
Give all physical education students a pre-test on six physical strength objectives of the FITNESSGRAM to determine baseline measures.	Physical Education Teacher	8/20/07	4/15/08	Healthcare & Healthy Choices	
Increase parental awareness of student achievement on FITNESSGRAM test through internet access web-based software.	Physical Education Department	8/20/07	6/5/08	Healthcare & Healthy Choices	
Improve student fitness through a well-balanced and carefully planned program of physical activities.	Physical Education Teachers	8/20/07	6/5/08	Healthcare & Healthy Choices	
Provide a variety of exercises and sport skills that will enable the students to attain and maintain satisfaction through physical activity throughout his/her life.	Physical Education Teachers	8/20/07	6/5/08	Healthcare & Healthy Choices	
To provide opportunities for learning through team cooperation, social adjustment to group goals, and other morale and ethical values.	Physical Education Teachers	8/20/07	6/5/08	Healthcare & Healthy Choices	

Research-Based Programs

FITNESSGRAM
The physical education program incorporates State Sunshine State Standard which are research based.

Professional Development

FITNESSGRAM Inservicing
District Division of Life Skills and Special Projects Meetings

Evaluation

W. R. Thomas will administer the FITNESSGRAM, health related fitness test. W.R. Thomas Middle Community School will have improved the average health and fitness score of students as measured by a fitness level increase of ten percent from the pre-test to the post-test on the FITNESSGRAM assessment. Using FITNESSGRAM software, individual student's scores will be input, with a prescriptive report being printed out for each student. One copy will go in the student's portfolio and another copy will be sent home to parents.

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
☐	☑	☑	☑	☐	☑

Miami-Dade County Public Schools

District Strategic Plan

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☑	☑	☑	☐	☑

Electives & Special Areas Statement

Increase participation in the arts programs by providing areas of enrichment and interest and to increase participation in the advanced academics program.

Needs Assessment

Based on the district initiative to increase the number of students in advanced academic there will be a concerted effort to identify students using academic grades and FCAT scores who will be placed into advanced academics for the 2008 school year.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students referred to the Academic Excellence Program will increase by 10% during the 2007-08 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
To enhance student's awareness of the importance of the arts in school and in their community.	Elective Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	
To provide students with the best learning environment and the highest level of training possible.	Elective Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	
To develop a diverse aesthetic, cultural appreciation and creative process in students, audiences and performers.	Elective Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	
Increase the number of public performances by the music, dance, art classes and foreign language classes.	Elective Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	
Departments will have the opportunity to plan both horizontally and vertically to promote program continuity in the areas of language arts, mathematics, science and social studies in order to prepare for more advanced academic course.	Language Arts, Mathematics, Science and Social Studies, Gifted Curriculum Leaders	8/20/07	6/5/08	Secondary School Reform	
Increase the number of students enrolled in the foreign language program to promote the foreign languages.	Foreign Language Teachers	8/20/07	6/5/08	Academic Enrichment Opportunities	
Collaborate with the TV Production instructor in order to visually enhance school-wide literacy initiatives such as (WOW) Word of the Week and FCAT reading tips.	Reading Coach, TV Production Teacher	8/20/07	6/5/08	District-wide Literacy Plan	

Research-Based Programs

The Art and Education (AEP-Arts)
Discipline Based Art Education
Comprehensive Art Education
Continuous Improvement Model

Professional Development

CRISS Training
Articulation with feeder elementary school and high schools which includes horizontal and vertical planning.

Evaluation

Compare the number of students referred to the Academic Excellence Program during the 2006-2007 school year to that number referred in the 2007-2008 school year.

Return On Investment Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☑	☑	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

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☑	☑	☐	☑	☑

Return On Investment Statement

W.R. Thomas Middle Community School will rank at or above the 85th percentile in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2004-2005, W.R. Thomas Middle Community School ranked at the 83rd percentile on the State of Florida Return on Investment index.

Measurable Objective

W. R. Thomas Middle Community School's Return On Investment (ROI) percentile ranking will increase by at least one percentage points.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrator	10/6/2006	5/30/2007	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administrator	8/14/2006	5/30/2007	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrator	8/14/2006	5/30/2007	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrator	8/14/2006	5/30/2007	Other/ Not Applicable	0

Research-Based Programs

State of Florida Return on Investment Index

Professional Development

FTE Workshops
Money Matters Workshops

Evaluation

On the next State of Florida ROI index publication, W.R. Thomas Middle Community School will show progress toward reaching the 85th percentile.

EESAC Compliance

YES	NO	
☑	☐	*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.*

Budget:

The EESAC recommends that the principal review the current school year's budget in addition to reviewing teacher requests/proposals for the current school year's EESAC funds.

Training:

The EESAC recommends that faculty continue to participate in professional growth activities, such as CRISS, which will improve classroom instruction.

Instructional Materials:

The EESAC recommends that expenditures regarding instructional spending and technology goals be reviewed by EESAC. These include the purchase of FCAT materials and updated software for the school.

Technology:

The EESAC recommends that the school's technology committee have teacher representatives from each department along with the principal or designee. Its goal will be to seek funding through grant writing. The EESAC also recommended that parent communication increase by the use of the school's website.

Staffing:

The EESAC recommends that they be updated by the principal on new staff members who have been appointed to the school.

Student Support Services:

The EESAC recommends that they receive input from the student body concerning their needs as they pertain to student achievement.

Other Matters of Resource Allocation:

The EESAC recommends that members be instrumental in assisting with the development of the School Improvement Plan for the 2007-08 school year. Strategies have been achieved by consensus.

Benchmarking:

The EESAC recommends that members review the benchmarks set forth by state and district policies and make recommendations to be included in the School Improvement Plan. The EESAC will continue to work with the school on addressing issues as they occur throughout the 2007-08 school year to ensure that its objectives are implemented and met.

School Safety & Discipline:

The ESSAC recommends that the principal's presentation of a progressive discipline plan continue to be implemented as a means of maintaining a safe learning environment. Recommendations include using Saturday School as an alternative to suspension.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	6000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	6000

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