
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3421 - Marcos A. Milam K-8 Center

FeederPattern: Barbara Goleman Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Robert Valenzuela

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Marcos A. Milam K-8 Center

M. A. Milam K-8 Center's current enrollment is approximately 1540 students, pre-kindergarten through eighth grade, and is located in an urban area surrounded by condominiums and a small section of single-family units. The students use a mixture of modes of transportation to come to school. They use private, public, and school buses and many walk to school. Eighty seven percent of the students are eligible to receive free or reduce lunch benefits. This high percentage qualifies the school to receive assistance from the Title I funds. M. A. Milam K-8 Center was rated a "B" during the 2004-2005 school year and made Adequate Yearly Progress. As a member of the Barbara Goleman Feeder Pattern Schools and Regional Center 1, the stakeholders at M. A. Milam K-8 Center recognize that good instruction is the foundation that fosters learning. Therefore, in order to continue making progress towards becoming an "A" school again, we have initiated an instructional program with a strong focus on literacy from kindergarten to eighth grade. Common instructional reading materials with demonstrated success as well as supplementary materials and literacy will be employed at the school across grade levels. A data driven structured curriculum will be delivered with emphasis on continuous assessment of student achievement. The faculty and staff will be given opportunities to participate in the workshops targeted to self-improvement. M. A. Milam will continue to work with local universities to mentor new student teachers and field interns. We are currently working with the University of Miami in a longitudinal study dealing with second language acquisition that will allow tracking of successful strategies for three years. The school is also the only K-8 Center implementing an extended bilingual program grades kindergarten to eighth grade complemented by (TEAM) Teaching Enrichment Activities to Minorities, (AEP) Academic Excellence Programs targeting chess, journalism, science, engineering (SECME), and educational clubs such as the National Junior Honor Society. Additionally, M. A. Milam K-8 Center seeks to continue on the road to improvement by setting the following goals:

Given instruction using the Sunshine State Standards, students will increase reading comprehension as evidenced by 58 percent of the students reaching the state required mastery level as documented by the scores on the 2006 administrated of the FCAT.

Given instruction using the Sunshine State Standards, all students will increase their mathematics skills as evidenced by 74 percent of the students achieving learning gains as documented by the scores on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards students will increase their writing skills as evidenced by 84 percent of students in grades four and eight scoring a 3.5 or above on the 2006 administration of the FCAT Writes Plus Test.

Given instruction using the Sunshine State Standards the fifth grade students will demonstrate improvement in science as evidenced by a gain of at least 15 mean scale points on the 2006 administration of the Science FCAT.

Given focused activities, parental involvement will increase as evidenced by a three percent increase in parental participation as evidenced by sign-in logs.

Given the need to improve discipline and safety issues, students in grades kindergarten through eight will improve their behavior as demonstrated by a five percent reduction in the amount of incidents of outdoor suspensions.

Given the Learning.com's Easy Tech data for the fourth through eighth grade, student computer usage at M. A. Milam K-8 Center will increase by 10 percent as evidenced by Easy Tech.com reporting.

Given instruction using the Sunshine State Standards for Physical Education, 53 percent of students tested in grades three through eight will pass the Fitnessgram tests.

Given the need for enrichment in the Arts, five percent of targeted (pull-out tutoring) students at M. A. Milam K-8 Center will participate, at least once a week, in our 2005-2006 extra-curricular after school program as evidenced by teacher attendance logs.

M.A. Milam K-8 Center will improve its ranking on the State of Florida Return on Investment index publication from the 35th percentile to the 38th percentile on the next publication of the index.

Given instruction using the Sunshine State Standards the eighth grade students will demonstrate improvement in science as evidenced by a gain of 5 mean scale points on the 2006 administration of the Science FCAT.

M. A. Milam K-8 Center administered a staff survey during the month of September 2005. This survey assessed the staff perception with regards to the functioning of this educational institution in seven categories: Leadership, Measurement and Analysis, Knowledge Management, Strategic Planning, Customer and Market Focus, Human Resource Focus, Process Management and Business Results. An analysis of the results showed an overall average of 4.21. M. A. Milam K-8 Center will be focusing on improving the following items: In category 1: Leadership, item 1g. My organization asks me what I think with an average of 3.8 and category 2: Strategic Planning, item 2a, As It plans for the future my organization asks for my ideas with an average of 3.8. These indicators will be addressed by implementing monthly Leadership Team meetings and by monitoring staff involvement in school wide initiatives. Representatives of the School Leaders, a group made up of administrators, department heads, and grade level chairpersons, will head these activities. These venues will allow for free exchange of ideas as we move towards achieving excellence.

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.

Marcos A. Milam K-8 Center

VISION

M. A. Milam K-8 Center seeks to create a personalized setting that operates like a community that specifically addresses growth of children from the early years through adolescence years. The staff makes provisions for an educational environment that encompasses the needs of the whole child.

MISSION

The mission of M. A. Milam K-8 Center is to improve the educational opportunities of children by helping them to succeed in the regular program, attain grade level proficiency and improve achievement in the basic and more advanced skills.

Through the strong leadership of the principal, the vision and mission will become a reality.

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School Demographics

M. A. Milam K-8 Center has high expectations of both students and staff and is dedicated to the belief that all students can learn.

M. A. Milam K-8 Center is a school located in a predominantly Spanish-speaking community. The school population for the 2004-2005 school year is currently 1546 students in pre-kindergarten through eighth grade. This population is transient by nature with 32 percent of our students moving in and out of the school during the year. The school receives Title I assistance as 87 percent of the students receive free or reduced lunch. The school experienced academic success under the Governor's A+ Plan receiving the grade of "B" in 2004-2005.

The faculty is made of highly qualified professionals. Two percent of the staff has Doctorates, seven percent have specialist degrees, and thirty nine percent have Masters degrees. The rest of the faculty is certified in the subject matter they are teaching. However, there has been an extensive turn over during the last three years. Seventeen teachers are new to the school; eight of them are in their first year. The faculty totals 161. This fact presents a staff development challenge since so many teachers lack the exposure to the K-8 Center environment, where elementary trained teachers are faced with middle grade students as they teach basic reading and mathematics courses

STUDENT POPULATION:

The makeup of the student body reflects the community as 96 percent of the students are of Hispanic origin, two percent white, and two percent African-American and Asian respectively. Forty-two percent of the students are Limited English Proficiency and 17 percent participate in the Exceptional Educational Program. These students receive foreign language instruction from kindergarten to eighth grade and are exposed to responsible inclusionary practices using co-teaching and consultative approaches.

M. A. Milam K-8 Center houses students from pre-kindergarten to eighth grade. The school is divided into several buildings that are the product of several additions and renovations that have taken place since 1964 when it opened.

The greatest challenges we face are related to the transient population and the inability to serve many students in before and after school setting, as parents are not able to cover transportation expenses. Therefore, we must make the most of the day for those who are academically deficient. Another challenge we face is the large number of ESE students who are housed at the school and the lack of space to properly schedule them into inclusion type classes.

School Foundation

Leadership:

The Leadership Team at M. A. Milam K-8 Center is made up of individuals that are dedicated to the improvement of our students. This group conducts meetings and shares information with all stakeholders of the school. They participated in the development of our vision and mission statements with input from all school employees. These efforts resulted in an average score of 4.2 in the Organizational Self Assessment Survey (OSAS).

District Strategic Planning Alignment:

The goals and objective of M. A. Milam K-8 Center reflect the District's initiatives and those identified by the Leadership Team at M. A. Milam K-8 Center. All stakeholders were involved in their development. These efforts resulted in an average score of 4.0 in the OSAS.

Stakeholder Engagement:

M. A. Milam K-8 Center has created a parent-friendly environment where families and members of our community feel welcome. We offer adult classes, banking services, behavior modification therapy, before and after school care, and our two grants provide a great environment for growth for our stakeholders. These efforts resulted in an average score of 4.3 in the OSAS.

Faculty & Staff:

The faculty and staff at M. A. Milam K-8 Center is organized as departments headed by selected and elected representatives. These groups meet regularly and submit information to the Leadership Team who in turn responds to their specific needs and the needs of the school. This effort resulted in an average score of 4.2 in the OSAS.

Data/Information/Knowledge Management:

The Leadership Team works closely with the principal as all school data is analyzed and specific strategies are developed to address identified needs. This effort resulted in an average score of 4.3 in the OSAS.

Education Design:

M.A. Milam K-8 Center is a school that is driven by the efforts of a Leadership Team. This team is made of teachers, administrators, parents, and community members. They are focused on improving student achievement and at the same time meeting the demands of District, State, and Federal mandates. This effort resulted in an average score of 4.1 in the OSAS.

Performance Results:

An analysis of the results indicates an increase in parental involvement and staff participation in data analysis and measurement. This effort resulted in an average score of 4.1 in the OSAS.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

The students at M. A. Milam will acquire knowledge, skills, and competency needed to master state standards in the area of reading.

Needs Assessment

The school’s assessment results indicated that 55 percent of students achieved high standards for reading and 66 percent made learning gains. The score reflected a one percent decrease in students achieving learning gains and a one percent increase in students achieving high standards when compared to 2004. A comparative analysis of students in grades three through eight reflects the following areas of concentration that are needed towards improvement: Grades three and five demonstrated their greatest need for improvement in Words and Phrases on the Sunshine State Benchmark; grade four needs to focus on Reference/Research; grades six, seven, and eight demonstrated unsatisfactory in Comparisons; and grade six also exhibited deficiency in Main Idea/Author’s purpose. It is important that all remaining benchmarks in all grades addressing the “Big Five” in reading are continuously addressed.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase reading comprehension as evidenced by 58 percent of the students reaching the state required mastery level as documented by the scores on the 2006 administrated of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Comprehensive Research-based Reading Program (CRRP) with intensive focus on words and phrases, reference/research, comparisons and will include differentiated instruction as evidenced in the teachers' lesson plans for grades K-8.	Assistant Principal Reading Coach Teachers	8/15/2005	5/24/06
Develop individual academic improvement plans for each FCAT level 1 and Level 2 student. Identify the support team that will oversee the student's progress and communicate with the parents on an ongoing basis	Assistant Principal Reading Coach Teacher	8/10/2005	5/24/06
Provide an uninterrupted daily 120 minute block of Reading and Language Arts instruction for students in kindergarten through fifth grade that incorporates the Houghton Mifflin scope and sequence and addresses all benchmarks in a timely manner. Mandatory Reading elective in grades six through eight.	Administration Teacher	8/10/2005	5/24/06
Analyze/desegrate data from 2005 FCAT, DIBELS, and Oral Reading Fluency to identify strengths and weaknesses by subgroup (SWD and LEP) in student performance and develop an instructional focus for reading for grades K-8.	Administration Teacher Reading Coach	8/15/2005	5/12/06
Use Read 180, Edusoft weekly skills test on Sunshine State Standards, Houghton Mifflin theme tests, Glencoe Selection tests, and computer assisted resources to reinforce and enhance reading skills.	Administration Teacher	8/10/2005	5/24/06
Conduct a "Reading Break Day" with teachers, students, and other educators of Miami-Dade Schools that enhances the "Love of Reading".	Administration Reading Coach Teacher	11/01/05	4/24/06
Use reading intervention such as Voyager, Early Success, and SOAR to increase achievement levels.	Administration Teacher	8/10/2005	5/24/06

Provide before and during school tutoring (daily) and after school tutoring (three days a week) for level 1 and level 2 students grades 3-8. The tutorial program will be evaluated using a pre/post test.	Administration Teacher	8/10/05	5/24/06
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Research-Based Programs

Voyager Passport grades K-8

Read 180

Houghton-Mifflin Core Reading Series

Professional Development

1. Houghton Mifflin five day plan.
2. Training on the Plan, Do, Study, Act Model (PDSA) and Florida's Formula 5+3+ii+iii+NCLB (the five essential components of reading; phonemic awareness, phonics, fluency, vocabulary, and comprehension) as provided by the District.
3. Staff development in-house workshops will be delivered as follows:
 - 3a. SEPTEMBER – Houghton Mifflin Differentiated instruction, electronic grade book, DIBELS;
 - 3b. OCTOBER – Incorporate phonic, Phonemic Awareness, and vocabulary and reading through the content areas;
 - 3c. NOVEMBER – Voyager, Early Success, SOAR, Edusoft, DAR, and Fluency in Reading;
 - 3d. JANUARY – Sharing best practices in reading and writing, and one on character sketches;
 - 3e. APRIL – Data analysis and District surveys.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Reading Test indicating 58 percent of the students reaching the state required mastery level.

This objective will also be evaluated using DIBELS, pre/progress/post tests, and District interim progress tests.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students at M. A. Milam K-8 Center will acquire knowledge, skills, and competencies needed to master State standards in the area of mathematics.

Needs Assessment

The data attained from the 2005 School Performance Accountability Results indicates that 72 percent of the students tested made learning gains and 58 percent achieved high standards in mathematics. The scores reflect a two percentage point increase in students achieving learning gains and a four percentage point increase in students achieving high standards when compared to the 2004 FCAT administration. A comparative analysis of the students in grades three to eight demonstrate the following areas of most weakness: 1. Grades three and five exhibited deficiency in number sense. 2. Grades four, seven, and eight demonstrated unsatisfactory progress in measurement. 3. Grade six reflects the need to focus on Algebraic Thinking. Overall, intensive and continuous instruction is needed in all other strands, but specifically the aforementioned areas must be immediately addressed. Professional development must be ongoing, specifically addressing Critical Thinking Strategies, the use of Manipulative and Technology, Data Driven Instruction, and Assessment.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, all students will increase their mathematics skills as evidenced by 74 percent of the students achieving learning gains as documented by the scores on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize suggested scope and sequence plans for kindergarten through eighth grade to pace instruction and address the benchmarks in a timely manner.	Assistant Principal Teacher	8/10/05	5/24/05
Implement the Continuous Instructional Model and provide professional development trainings after school.	Assistant Principal Teacher	8/10/05	5/24/06
Provide student grade level instruction ("FOCUS") assemblies targeting areas of weaknesses as reflected in the above mentioned needs assessment.	Administration Teacher	8/15/05	5/24/06
Provide students with performance-based activities incorporating the use of manipulatives, cooperative grouping, problem solving, and critical thinking skills (i.e. Putting the Pieces Together with the Sunshine State Standards, Navigations through Mathematics).	Administration Teacher	8/10/05	5/24/06
Utilize computer assisted resources (i.e. Harcourt and Glencoe websites, Riverdeep, and FCAT Explorer) to reinforce and enhance mathematics skills.	Administration Teacher	8/10/05	5/24/06
Conduct weekly assessments to evaluate student performance pertaining to the Sunshine State Standards (benchmarks) and develop lessons in mathematics that address these needs.	Administration Teacher	8/10/05	5/24/06
Conduct a Math Family Fun Night where centers will focus on math activities.	Administration Mathematics Lead Teacher Teacher	04/17/05	5/12/06
Disaggregate and analyze data from the 2005 FCAT mathematics subtest to identify strengths and weaknesses by subgroup (i.e. LEP and SWD) in student performance and develop an instructional focus for a mathematics tutorial program. A pre/post test will be used to evaluate	Assistant Principal Mathematics Lead Teacher	8/10/05	5/12/06

tutorial program.	
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Research-Based Programs

Harcourt Mathematics (K-5)

Glencoe Mathematics (6-8)

Professional Development

1. Training on the Plan, Do, Study, Act Model (PDSA) as provided by the District.
2. Training on Florida's Formula 5+3+ii+iii=NCLB, (the five essential components of mathematics: number sense, measurement, data analysis, algebraic thinking, and geometry) as provided by the district, school site administrators, teachers, and math lead teacher.
3. In-house workshops will be delivered as follows:
 - 3a. SEPTEMBER will be highlighted with trainings on the Harcourt website, Math Art, and Hands On Equations;
 - 3b. OCTOBER will focus on Area on PowerPoint;
 - 3c. NOVEMBER will incorporate Riverdeep training;
 - 3d. JANUARY will emphasize algebraic thinking with the use of algebra tiles.
4. Other in-services will be scheduled based on teacher surveys, data analysis, and other district initiatives.

Evaluation

This objective will be evaluated by the scores of the 2006 FCAT indicating 74 percent of the students achieving learning gains.

This objective will also be evaluated through research based text pre/progress/post tests and District interim progress tests.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in grades four and eight at M. A. Milam K-8 Center will acquire knowledge, skills, and competency needed to master state standards in the area of writing.

Needs Assessment

Scores indicated that 81 percent of the students in grades four and eight scored 3.5 or higher on the 2005 FCAT Writing Test.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards students will increase their writing skills as evidenced by 84 percent of students in grades four and eight scoring a 3.5 or above on the 2006 administration of the FCAT Writes Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the district FCAT Writes Plus Pre, Progress, and Post tests.	Assistant Principal Reading Coach	8/10/05	5/24/06
Implement the Plan, Do, Study, Act Model utilizing the four-step process which includes daily instruction and weekly practice opportunities for writing across the curriculum.	Assistant Principal Teacher	8/10/05	5/24/06
Provide the opportunity for journal writing which enhances additional writing opportunities.	Administration Teacher	8/10/05	5/24/06
Participate in Young Author's Fair Night Event.	Administration Teacher	04/17/05	5/12/06
Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing picture, and magic words.	Administration Teacher	8/10/05	5/24/06
Incorporate classroom writing to provide punctuation, capitalization, and spelling as well as sentence structure, including "word of the day".	Administration Teacher	8/10/05	5/24/06
Utilize a writing pattern that focuses on the components of writing. This ensures that students learn effective writing techniques with the use of graphic organizers.	Administration Teacher	8/10/05	5/24/06

Research-Based Programs

Writer's Choice

Glencoe Strategies for Reading and Writing

Options Publishing Company

Houghton-Mifflin Core Reading Series

Professional Development

1. Professional development for teachers will include training on Sharing Best Practices for Writing (ongoing).
2. September: Scoring using the Rubric and the Plus in FCAT Writes Plus, electronic gradebook.
3. October: The Importance of Vocabulary in Writing.
4. November: Incorporate Journal writing into every day practice. 5. January: Sharing Best Practices in Writing through character sketches.
6. April: Writing data analysis and district writing surveys.

Evaluation

This objective will be evaluated by scores of the 2006 FCAT indicating that 84 percent of students in grades four and eight will reach a score of 3.5 or above.

Additionally, progress in writing will be evaluated through District pre/post tests and in-house quarterly progress tests.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students at M. A. Milam K-8 Center will acquire knowledge, skills, and competency needed to master State Standards in the area of science.

Needs Assessment

The result of the Science FCAT administration reflects scoring a mean scale score of 267 for the fifth grade. The score reflects an increase of 24 mean scale points when compared to the 2004 test score for the fifth grade. The score also indicates that we are performing below both the District and State average for fifth grade. To demonstrate adequate improvement in science, the mean scale score will need to be increased by 19 points or more to achieve the District's average for the fifth grade. An additional 29 points for the fifth grade will be needed to achieve the State average. The needs assessment reveals that the students require intensive remediation in Earth & Space, Scientific Thinking, and Physical science. On-going data conversations amongst grade group members regarding progress on monthly assessment will drive instruction. Additionally, professional development needs such as experimental demonstrations, concept development, and scientific thinking will be addressed.

Measurable Objective

Given instruction using the Sunshine State Standards the fifth grade students will demonstrate improvement in science as evidenced by a gain of at least 15 mean scale points on the 2006 administration of the Science FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan, Do, Study, Act Model (PDSA) utilizing the four-step process.	Assistant Principal Lead Science Teacher Teacher	8/10/05	5/24/06
Disaggregate and analyze data from the 2005 Science FCAT to identify strengths and weaknesses and develop an instructional focus calendar for science.	Assistant Principal Lead Science Teacher	8/10/05	8/20/05
Encourage the participation in a school wide Science Fair and SECME that will showcase student achievement and provide strategies for parents to support the use of scientific inquiry at home in real life situations.	Administration Lead Science Teacher Teacher	8/10/05	5/24/06
Promote the use of computer assisted research and investigation to enhance scientific learning.	Administration Teacher	8/10/05	5/24/06
Incorporate effective teaching strategies using the PDSA Model to develop student's understanding of scientific concepts through classroom activities and project-based learning such as: cooperative groups, hands on activities, and using problem solving/critical thinking strategies.	Administration Lead Science Teacher Teacher	8/10/05	5/24/06
Encourage students to participate in the AEP Hands on Science that provides strategies to support the use of scientific method.	Administration Teacher	8/10/05	5/24/06

Research-Based Programs

McGraw Hill Series

Professional Development

Professional development training will include:

1. Focus on the eight strands of science, use of hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities.
2. Training in experimental demonstrations, concept development, and scientific thinking will also be addressed.
3. The Science Curriculum Support Specialist will provide additional assistance in content delivery and/or strategies as follows:
 - 3a. August – Planning with the Scope and Sequence K-8;
 - 3b. September – Inquiry Method (Activities) K-2, 3-5, and 6-8;
 - 3c. October – Hands on activities in science K-2, 3-5, 6-8;
 - 3d. November – Using CRISS strategies in science K-2, 3-5;
 - 3e. January – Activities to prepare the students for the Science FCAT 3-5; Review of Inquiry Methods and more hands on activities K-2.

Evaluation

This objective will be evaluated by scores on the 2006 Science FCAT administration indicating fifth grade showing a gain of at least 15 mean scale points.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parents of M. A. Milam K-8 Center will be encouraged to become actively involved in the education of their children and empowered with tools to do so.

Needs Assessment

The 2004-2005 Parent Involvement Rosters indicated that 36% of the targeted parents attended at least one learning activity or in-service that emphasized learning strategies that would help their child improve academically. Activities will need to be highly focused and well planned to maximize efforts to generate increased parental involvement.

Measurable Objective

Given focused activities, parental involvement will increase as evidenced by a three percent increase in parental participation as evidenced by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Make completion of Parent Compact (Title I) for all students a priority.	Assistant Principal Teacher	8/30/05	5/24/06
Encourage participation in FCAT workshops	Administration Teacher	12/01/05	1/31/06
Encourage participation in the Bilingual Parent outreach program	Administration Teacher	8/15/05	5/24/06
Encourage participation in various family activities (i.e. Math Family Night, Science Fair, Writers' Fair, PTA meetings)	Administration Activity sponsor	8/10/05	5/24/06
Communicate information of various activities available (website, marquee, parent center, PTA bulletin board, and flyers).	Administration Staff PTA Board	8/15/05	5/24/06

Research-Based Programs

Just Read! Families

National PTSA Standards of Parent and Family Involvement Program

Professional Development

1. Training for parents on School Notes website.
2. Parents will be encouraged to participate in all PTA meetings, EESAC meetings, FCAT workshops, Science fair workshop.
3. Parents will be encouraged to visit the Parent Center for information regarding education and services available and use of computers set aside for parent use only.

Evaluation

This objective will be evaluated by a three percent increase as evidenced by the sign-in logs of various parent activities for the 2005-2006 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Students at M. A. Milam K-8 Center will improve their behavior and reduce incidents of outdoor suspension from the 2004-2005 school year.

Needs Assessment

A data analysis of the number of outdoor suspension incidents in the 2004-2005 school year at M. A. Milam K-8 Center indicate that 141 incidents of outdoor suspension were processed per the Student Case management System report. This suspension rate will be reduced during the 2005-2006 school year.

Measurable Objective

Given the need to improve discipline and safety issues, students in grades kindergarten through eight will improve their behavior as demonstrated by a five percent reduction in the amount of incidents of outdoor suspensions.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote Character Education through the social studies classes and Youth Crime Watch.	Assistant Principal Teacher	9/30/05	5/24/06
Promote Drug Abuse Resistance Education (D.A.R.E.)	Assistant Principal Teacher	8/10/05	5/24/06
Minimize disruptions in the cafeteria (major suspension issue. Increase student supervision by adding additional monitors.	Administration Cafeteria monitor	8/10/05	5/24/06
Implement the City of Miami Police Department "Do The Right Thing" program to advocate good moral character.	Administration Teacher	8/15/05	5/24/06
Implement a peer mediation program.	Administration Counselor Teacher	8/10/05	5/24/06
Implement a school wide discipline plan.	Administration Teacher	8/10/05	5/24/06

Research-Based Programs

Peacefully Resolving Our Unsettled Differences (P.R.O.U.D.)

Drug Abuse Resistance Education (D.A.R.E.)

Professional Development

1. Professional development for teachers will include having monthly discipline and safety meetings to discuss any issues of concern.
2. The following trainings will be offered:
 - 2a. September – A training will be given about the Drug Abuse Resistance Education (D.A.R.E.) program facilitated by the City of Hialeah Police Department;
 - 2b. November and January – Teachers in grades kindergarten through eight will be trained about Peacefully Resolving Our Unsettled Differences (P.R.O.U.D.) program and how it is used;
 - 2c. April – A meeting will be held with teachers concerning Milam’s Youth Crime Watch program for 2006-2007 to recruit and train faculty on this program.

Evaluation

M. A. Milam K-8 Center will show a five percent reduction in the amount of outdoor suspension incidents for the 2005-2006 school year as evidenced by the Student Case Management System report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 7 STATEMENT:

Students at M. A. Milam K-8 Center will be given access to computers to acquire knowledge and skills needed to master the International Society of Technology in Education and National Educational Teaching Standards (ISTE/NETS).

Needs Assessment

An analysis of Learning.com’s Easy Tech records from 2004-2005 indicate that 30 percent of students were using computers at M. A. Milam K-8 Center in the fourth through eighth grades. There is a need to increase the usage of computers.

Measurable Objective

Given the Learning.com's Easy Tech data for the fourth through eighth grade, student computer usage at M. A. Milam K-8 Center will increase by 10 percent as evidenced by Easy Tech.com reporting.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide a professional development workshop on Learning .com's Easy Tech procedures will be facilitated.	Administration Media Specialist	8/30/05	10/31/05
Assign teachers in grades four through eight will assign two lessons per month on Learning.com's Easy Tech to students.	Administration Teacher	9/7/05	5/24/06
Assign content teachers in grades four through eight will assign two activities per month on Learning.com's Easy Tech.	Administration Content Teacher	9/7/05	5/24/06
Assign content teachers in grades four through eight will assign two quizzes per month on Learning.com's Easy Tech.	Administration Content Teacher	9/07/05	5/24/06
Assign students two lessons per month on Learning.com's Easy Tech.	Administration Teacher	9/7/05	5/24/06

Research-Based Programs

Learning.com/Easy Tech

Professional Development

A teacher workshop will be facilitated in the use of Easy Tech.

Evaluation

This objective will be evaluated by Learning.com's Easy Tech reporting indicating a 10 percent increase in student computer usage for grades four through eight.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Students at Milam K-8 Center will participate in a health and fitness program in the 2005-2006 school year.

Needs Assessment

A data analysis of the Fitnessgram scores from the 2004-2005 school year showed 200 out of 400 students (50 percent) passed the Fitnessgram test. More students will need to pass the Fitnessgram test in order to improve overall health and personal fitness.

Measurable Objective

Given instruction using the Sunshine State Standards for Physical Education, 53 percent of students tested in grades three through eight will pass the Fitnessgram tests.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement an opening exercise routine component.	Administration Physical education teachers	8/10/05	5/24/06
Implement a nutrition component using the Miami Herald's "Tropical Life" section.	Administration Teacher	8/10/05	5/24/06
Invite speakers dealing with physical fitness and nutrition.	Administration Career Specialist Teacher	4/4/06	4/4/06
Implement recess for grades kindergarten through two.	Administration Teacher	8/10/05	5/24/06
Implement a culminating sports day using various physical fitness tests.	Administration Teachers	4/24/06	4/26/06
Encourage after school activities either at school or Hialeah Parks and Recreation.	Administration Teacher/parents	8/10/05	5/24/06

Research-Based Programs

Fitnessgram test kit – Human Kinetics

Professional Development

Professional development regarding the benefits of physical fitness will be made available for teachers.

Evaluation

This objective will be evaluated by M. A. Milam K-8 Center increasing the number of students that pass the Fitnessgram test to 53 percent for the 2005-2006 school year.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

Students at M. A. Milam K-8 Center will be given the opportunity to participate in extra-curricular activities after school in order to infuse the special areas back into their schedule.

Needs Assessment

An analysis of M. A. Milam K-8 Center's students in grades three through five found that 20 percent of the aforementioned students are receiving a tutorial service during school hours in lieu of a special area class. Therefore there is a need to offer an extra-curricular program to enhance special area interest.

Measurable Objective

Given the need for enrichment in the Arts, five percent of targeted (pull-out tutoring) students at M. A. Milam K-8 Center will participate, at least once a week, in our 2005-2006 extra-curricular after school program as evidenced by teacher attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Announce and distribute survey forms for the "Arts" after school enrichment program.	Assistant Principal Teacher Sponsor	8/15/2005	10/31/05
Have an after school "Cultural Arts Fair".	Assistant Principal Teacher sponsors	11/01/05	12/2/05
Create a bulletin board to peak interest in joining the after school "Arts" program.	Administration Teacher Sponsor Student Members	8/30/05	5/24/06
Showcase individual booths for students to preview.	Administration Teacher Sponsors Student members	11/1/05	12/2/05
Implement a "Bring a Buddy" program to entice other students to join the program.	Administration Student Members	10/1/05	5/24/06

Research-Based Programs

N/A

Professional Development

Teachers will be exposed to and encouraged to attend various activities/competitions in the area.

Evaluation

This objective will be evaluated by an analysis of the growth in the number of students participating in an extra curricular activity as compared from the beginning of the 2005-2006 school year versus the end of the 2005-2006 school year as evidenced by teacher attendance logs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

M.A. Milam K-8 Center will rank at or above the 90th percentile statewide in the Return on Investment 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 2003, M.A. Milam K-8 Center ranked at the 35th percentile on the State of Florida Return on Investment index.

Measurable Objective

M.A. Milam K-8 Center will improve its ranking on the State of Florida Return on Investment index publication from the 35th percentile to the 38th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Assistant Principal	8/10/05	5/24/06
Collaborate with the district on resource allocation.	Principal	8/15/2005	5/24/06
Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks, grants.	Principal	8/30/2005	5/24/06

Research-Based Programs

Elementary: Reading/Language Arts- Houghton Mifflin

Mathematics- Harcourt

Science- McGraw Hill

Social Studies- Harcourt

Middle School: Reading/Language Arts- Glencoe

Mathematics- Glencoe

Science- Glencoe

Social Studies- McGraw Hill / Glencoe

Professional Development

READING

1. Houghton Mifflin five day plan.
2. Training on the Plan, Do, Study, Act Model (PDSA) and Florida's Formula 5+3+ii+iii+NCLB (the five essential components of reading; phonemic awareness, phonics, fluency, vocabulary, and comprehension) as provided by the District.
3. Staff development in-house workshops will be delivered as follows:
 - 3a. SEPTEMBER – Houghton Mifflin Differentiated instruction, electronic grade book, DIBELS;
 - 3b. OCTOBER – Incorporate phonic, Phonemic Awareness, and vocabulary and reading through the content areas;
 - 3c. NOVEMBER – Voyager, Early Success, SOAR, Edusoft, DAR, and Fluency in Reading;
 - 3d. JANUARY – Sharing best practices in reading and writing, and one on character sketches;
 - 3e. APRIL – Data analysis and District surveys.

MATHEMATICS:

4. Florida's Formula 5+3+ii+iii=NCLB, (the five essential components of mathematics: number sense, measurement, data analysis, algebraic thinking, and geometry) as provided by the District, school site administrators, teachers, and math lead teacher.
5. In-house workshops will be delivered as follows:
 - 5a. SEPTEMBER will be highlighted with trainings on the Harcourt website, Math Art, and Hands On Equations;
 - 5b. OCTOBER will focus on Area on PowerPoint;
 - 5c. NOVEMBER will incorporate Riverdeep training;
 - 5d. JANUARY will emphasize algebraic thinking with the use of algebra tiles.
6. Other in-services will be scheduled based on teacher surveys, data analysis, and other district initiatives.

WRITING:

7. Professional development for teachers will include training on Sharing Best Practices for Writing (ongoing).
8. September: Scoring using the Rubric and the Plus in FCAT Writes Plus, electronic gradebook.
9. October: The Importance of Vocabulary in Writing.
10. November: Incorporate Journal writing into every day practice. 11. January: Sharing Best Practices in Writing through character sketches.
12. April: Writing data analysis and district writing surveys.

Evaluation

On the next State of Florida Return on Investment index publication, M.A. Milam K-8 Center will show progress toward reaching the 38th percentile.

GOAL 11: OTHER

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

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

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

GOAL 11 STATEMENT:

Students at M. A. Milam K-8 Center will acquire knowledge, skills, and competency needed to master State Standards in the area of science.

Needs Assessment

The result of the Science FCAT administration reflects scoring a mean scale score of 284 for the eighth grade. The score reflects an increase of 17 mean scale points when compared to the 2004 test score for the eighth grade. The score also indicates that we are performing above the District and below the State for eighth grade. To demonstrate adequate improvement in science, the mean scale score will need to be increased by 7 points or more to achieve the State average for the eighth grade. The needs assessment reveals that the students require intensive remediation in Earth & Space, Scientific Thinking, and Physical science. On-going data conversations amongst grade group members regarding progress on monthly assessment will drive instruction. Additionally, professional development needs such as experimental demonstrations, concept development, and scientific thinking will be addressed.

Measurable Objective

Given instruction using the Sunshine State Standards the eighth grade students will demonstrate improvement in science as evidenced by a gain of 5 mean scale points on the 2006 administration of the Science FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage the participation in a school wide Science Fair and SECME that will showcase student achievement and provide strategies for parents to support the use of scientific inquiry at home in real life situations.	Administration Lead Science Teacher Teacher	8/10/05	5/24/06
Incorporate effective teaching strategies using the PDSA Model to develop student's understanding of scientific concepts through classroom activities and project-based learning such as: cooperative groups, hands on activities, and using problem solving/critical thinking strategies.	Administration Lead Science Teacher Teacher	8/10/05	5/24/06
Encourage students to participate in the AEP Hands on Science that provides strategies to support the use of scientific method.	Administration Teacher	8/10/05	5/24/06
Implement the PPlan, Do, Study, Act Model (PDSA) utilizing the four-step process.	Assistant Principal Lead Science Teacher Teacher	8/10/05	5/24/06
Disaggregate and analyze data from the 2005 Science FCAT to identify strengths and weaknesses and develop an instructional focus calendar for science.	Assistant Principal Lead Science Teacher	8/10/05	5/24/06
Promote the use of computer assisted research and investigation to enhance scientific learning.	Administration Teacher	8/10/05	5/24/06

Research-Based Programs

McGraw Hill Series

Professional Development

Professional development training will include:

1. Focus on the eight strands of science, use of hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities.
2. Training in experimental demonstrations, concept development, and scientific thinking will also be addressed.
3. The Science Curriculum Support Specialist will provide additional assistance in content delivery and/or strategies as follows:
 - 3a. August – Planning with the Scope and Sequence K-8;
 - 3b. September – Inquiry Method (Activities) K-2, 3-5, and 6-8;
 - 3c. October – Hands on activities in science K-2, 3-5, 6-8;
 - 3d. November – Guidelines for the Science Fair 5-8;
 - 3e. January – Activities to prepare the students for the Science FCAT 3-5, 6-8.

Evaluation

This objective will be evaluated by scores on the 2006 Science FCAT indicating the eighth grade showing a gain of 5 mean scale points.

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:

EESAC had input and reviewed the school's budget.

Training:

EESAC members took an active part in the review of available training for staff. EESAC members also took part in specific EESAC procedural training and for the creation of the School Improvement Plan.

Instructional Materials:

EESAC had input and was apprised of available instructional materials and textbooks for the current school year.

Technology:

Ensuring accessibility of technology is an ongoing priority for the EESAC committee.

Staffing:

EESAC reviewed staffing as part of the budget review.

Student Support Services:

Student Support Services was reviewed at the time of budget review by the EESAC committee.

Other Matters of Resource Allocation:

Various other areas of resource expenditures were reviewed at the time of budget review.

Benchmarking:

Benchmarks for the various Goals/Objectives were reviewed with the drafting of the School Improvement Plan.

School Safety & Discipline:

School safety and discipline concerns have been reviewed as well the school climate survey.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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