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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6011 - Allapattah Middle School

*FeederPattern:* Miami Jackson Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Brian Hamilton

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Allapattah Middle School*

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In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Allapattah Middle School will institute an instructional program with a strong focus on literacy from sixth to eighth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessments which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Free and Reduced lunch students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Limited English Proficiency (LEP) students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Level 1 students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the lower 25 percent of students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Free and Reduced lunch students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Level one students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards to achieve adequate yearly progress through the No Child Left Behind (NCLB) provision, students in grade eight will increase their writing skills as evidenced by a one percentage point increase in the percentage of students scoring a 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by an increase in the mean scale score to match or exceed the District's Mean scale score as documented by scores of the 2006 FCAT Science Test.

Recognizing the importance of home and community to support the efforts of improving the academic achievement of students, Allapattah Middle will demonstrate a five percent increase in parental and community involvement in our efforts to show improvement in student achievement as evidenced by comparing the 2004-2005 and 2005-2006 Title 1 Parental Involvement attendance rosters.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of suspensions and teacher initiated referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, and the lack of data to support its usage, all students will augment their usage of FCAT Explorer Program as evidenced by a 20 percent increase during the 2005-2006 school years compared to the 2004-2005 school. In addition, teachers will augment their usage of the electronic grade book and District e-mail as evidenced by a 20 percent decrease of handwritten grade books and a 20 percent increase of e-mail accounts utilized in the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the importance of the NCLB population wellness/fitness in the learning environment, students in grades six through eight will improve their participation by 20 percent in the

daily breakfast program in the 2005-2006 school year as compared to 12 percent participation in the 2004-2005 school year.

Given emphasis on the benefits of participating in Fine Arts programs, the number of students enrolled in the Magnet Arts program will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Allapattah Middle will improve its ranking on the State of Florida ROI index publication from the tenth percentile in 2003 to 25th percentile on the next publication of the index.

Data collected from Allapattah Middle School indicates that as students transition from one level to another academic achievement scores decrease. As a response to this data Allapattah Middle School began a Transition Academy that engaged sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. The sixth grade course, Middle Moves, reflects the content of these activities. Furthermore, the Transition Academy fostered a smooth transition for students as they entered middle school, a time when students often experience emotions such as, anxiety or fear associated with leaving behind safe familiar school environments and anticipating the beginning of middle school.

## 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.

## Allapattah Middle School

### VISION

Our Staff will ensure all students achieve everyday.

It is the belief of all at Allapattah Middle that our students will meet and eventually succeed the NCLB requirements. We are certain they will become productive members of society prepared to give back to their respective communities and continue the tradition of excellence they helped establish.

### MISSION

To exceed State and National Standards in student achievement and literacy for all students.

The staff and community of Allapattah Middle School seek to provide our students with student-centered instruction that focuses on literacy and structured thinking skills while exposing them to technologically enriched learning experiences. Academic objectives focus on aligning classroom instruction and student achievement with state and district benchmarks, specifically in the areas of reading, writing, mathematics, science, and advanced academics. Our goals are to provide a supportive, structured learning environment that prepares students for higher education and/or the workplace; to expand the academic, social, and emotional development of each individual; and to actively engage the community, parents, child, and school in the educational process.

## CORE VALUES

### Family

Allapattah Middle School has created a sense of family that actively engages the community, parents, child, and school in the educational process.

### Excellence

Provide a highly structured, supportive, and technologically enriched learning environment that is student-centered and expands the academic, social, and emotional development of each individual.

### Integrity

We believe each student is an individual that deserves to be treated with respect and compassion which provides the foundation to become productive citizens in society.

## *School Demographics*

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Allapattah Middle School, a sixth through eighth grade school of approximately 900 students, is located in the city's largest African American community that borders a large Haitian community to the east and an even larger Hispanic community to the south. The ethnic distribution of the student population is 60 percent African American (including Haitian) and 40 percent Hispanic. Of the total student population, approximately 100 students are in the English for Speakers of Other Languages (ESOL) program, seven of whom are in New Beginnings; and approximately 300 students are staffed into Exceptional Student Education (ESE) program. There is a 43 percent student mobility rate and at least 92 percent of the students are on free or reduced lunch and 80 percent meet the Student-at-Risk profile; of these, at least one third are enrolled in remediation classes for the lower 25 percent of students scoring at level one on the 2004-2005 FCAT. Presently the total staff amount is 130. Sixty-five are our teachers. 28 percent have a Master's Degree and 7 percent have received Specialist Degrees. The average years of teaching in Florida is eight. 20 percent of the teachers are new to this school this year and 15.4 percent are beginning teachers. The average attendance rate for the school year is 93.7 percent.

# *School Foundation*

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## ***Leadership:***

The average score of the Performance Survey for this category was 4.0. The leadership team at Allapattah Middle has and is providing a strong and clear sense of the school's vision. With the average score on items of leadership being four point zero, the leadership team will seek to elevate its average score by continuing to communicate with the staff and provide an open door policy to discuss concerns and issues as they develop. In addition, the encouragement for staff to develop skills for personal growth as well as to increase academic achievement of students by the leadership team will continue. The fostering of a positive environment at Allapattah Middle is one of the leadership's primary goals.

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## ***District Strategic Planning Alignment:***

The average score of the Performance Survey for this category was 3.7. The decision making cadre at Allapattah Middle consists of the Assistant Principal of Curriculum, the department chairpersons for each subject and department, as well as the Curriculum support personnel (reading and math coaches). Together, this cadre analyzes the initiatives and directives set forth by the Zone and instructs other staff members how to best accomplish those directives. The average score for this area of strategic planning is three point eight.

## ***Stakeholder Engagement:***

The average score of the Performance Survey for this category was 4.2. This category was one of the highest ranked. The Allapattah Middle staff has a clear focus of maintaining customer satisfaction. We understand our most valued asset is the students we serve. We are committed to developing our students into productive citizens in their community. This can only be accomplished through setting and maintaining high standards and expectations for our students.

## ***Faculty & Staff:***

The average score of the performance survey for this category was 4.2. At Allapattah Middle the team approach is evident through the leadership cadre established and the departmental collaborative planning sessions that occur. The data from the Performance survey indicates the majority of the staff strongly agrees with the team approach existing at their school with an average of four point zero.

## ***Data/Information/Knowledge Management:***

The average score of the performance survey for this category was 3.8. The staff at Allapattah Middle performance is monitored by the administrative staff through PACES and individual teachers' student data performance results from the 2004-2005 FCAT. The participation of those outside of the staff is monitored by attendance rosters maintained for school functions. The average score for this area is four point two.

## ***Education Design:***

The average score of the performance survey for this category was 3.9. The use of collaborative planning by the



administrative team and the instructional staff are key components to Allapattah Middle's success. The average score for this area is three point nine. Including parents and the EESAC when important decisions need to be made are also key to the function of Allapattah Middle.

***Performance Results:***

The average score of the performance survey for this category was 3.7. The development and implementation of Allapattah Middle's Six Step discipline plan was created through collaborative planning by staff and the administration. This has decreased the suspension rate of students for the 2005-2006. The inclusion of parents in the decision making process for after school tutorial programs has proven to be successful. There is room for improvement according to the Performance Survey, the average score for this area is three point seven.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

Attended the District's and Zone's Recruitment Fairs.

Met with Teach For America and Teaching Fellows Foundation representatives to request highly-qualified teachers.

To retain the teachers, administration provided support to the teachers, encouraged attendance and involvement with professional development activities, i.e., zone and online professional and universities courses for development opportunities

## **• Highly Qualified, Certified Administrators:**

Our administrative team provides various talents and a total of 7 decades of experience in the educational field ranging from certification in exceptional education to criminal justice. Combining these abilities to serve the Allapattah Middle School family ensures student academic achievement.

### 1. Brian Hamilton - Principal

Mr. Hamilton is currently entering his 20th year in the Miami-Dade County Public School System. His entire career has been devoted to serving middle school students. He was a physical education instructor for ten years, an assistant principal for seven years and is entering his third year as a principal. He has a Bachelor of Science and Master's degree in Physical Education and he is certified in Educational Leadership. Mr. Hamilton's strengths as a leader are many. He excels in the area of community and parental relations. His greatest strength is his ability to recognize the strengths in his staff and utilize them in areas that provide the most support for students to achieve academically. He has contributed to the success of students' academic achievement by becoming CRISS trained so that he is able recognize those strategies when they are implemented. He has also participated in team teaching throughout the year.

### 2. Sharon Lewis - Assistant Principal for Curriculum and Principal's Designee

Ms. Lewis has a Bachelor of Science degree in education, Master of Science degree in Counseling and Psychology, an Educational Specialist degree in Administration and Supervision and is a candidate for a Doctorate degree at Barry University in Educational Leadership. Ms. Lewis has completed the Executive Training Program for Principals (ETP) and has served as an ETP Principal during the 2003 and 2004 summer school programs. She has a total of 28 years experience in the educational field. As a former counselor her experience enables her to monitor the day to day process of the master schedule and placement of students in the appropriate classes. She is responsible for the development of Allapattah Middle School's curriculum framework, the staff's professional development and oversees the disaggregating of data and ensures the instructional process is developed and driven by data collected to meet the improvement of student achievement. She is also responsible for overseeing the selection of highly qualified instructors for student achievement and enrichment. Ms. Lewis implementation of the Data Analysis form to monitor student progress to ensure data-driven instruction was crucial in the reading gains on the 2005 FCAT.

### 3. Jeanette Sierra - Assistant Principal

Ms. Sierra has a double Bachelor of Science degree in Criminal Justice, a Master of Science degree in Education and certified in Educational Leadership. She has 11 years of educational experience. Her experience as a team leader, department chairperson, student activities director and administrative assistant has given her a wide-range of responsibilities dealing with curriculum, disaggregating student data, discipline, attendance, articulation, grants, student activities and truancy as well as providing the individual and academic attention that low performing middle school students require. This is Ms. Sierra's second year as an Assistant Principal. Prior to becoming an Assistant Principal, Ms. Sierra was an administrative Assistant at Jose de Diego Middle School where she was responsible for instituting the Saturday School Academy. Her involvement and organization of attendance

procedures led to student improvement on the 2005 FCAT Test in Mathematics and Writing. In addition, her attendance incentive drive moved Allapattah Middle ten places up in the attendance ranking for middle schools. This year at Allapattah Middle her responsibilities include overseeing attendance, building maintenance and the Exceptional Student Education (ESE) department. Her aim for 100 percent attendance daily will ensure academic achievement. Also, her focus on inclusion for ESE students will also ensure increased gains on the 2006 FCAT test.

### **• Teacher Mentoring:**

A professional growth group for new and beginning teachers has been implemented at Allapattah Middle School to retain quality teachers for longer than the district's mandate of three years. The Professional Growth team consisting of Department Chairpersons, the Reading Leader, Reading Coach and other selected staff are paired as mentors with beginning and new teachers to provide support. On-site technicians provide computer training staff development for all teachers on the network software programs. The Reading Leader provides professional development workshops on research-based instructional strategies which will be held once a week during professional planning time and early release days for teachers to help students develop skills that will improve student achievement. This concept will enable teachers to collaborate with their peers. The beginning teachers will meet bi-weekly with their departments. The mentors will conduct the coaching sessions with their paired teachers twice a month. The coaching process will consist of a scheduled pre-meeting with the teacher, and observation, debriefing and a follow-up session. In addition, the beginning teachers will meet with the Lead Magnet Art teacher monthly to receive and discuss ideas for keeping the classroom a print-rich environment and ideas to implement artistic strategies to assist all learning styles.

### **• School Advisory Council:**

Allapattah Middle School advocates a shared decision making cadre that includes representatives from all the stakeholders in its primary decisions. The Educational Excellence School Advisory Council (EESAC). EESAC served as the guide that recommended the appropriate instructional materials to support the curriculum mapping for all core subjects. EESAC reviewed the Media Center's book list and recommended the update of materials and allocated budget funds to add an increase of 10,000 new book titles. In addition, EESAC provided assistance for attendance incentives which increased the school's attendance from an average of 89 percent to 93 percent. This increase allowed Allapattah Middle to move from a ranking of 52 out of 53 middle schools to 43 during the 2004-2005 school year.

### **• Extended Learning Opportunities**

Approximately 85 percent of the student population identified by FCAT scores of levels one and two will participate in Saturday Academy, where tutorial services will be provided to enhance reading, mathematics, science, and writing skills. All students will be provided the opportunity to utilize technology and experience project-based learning through such programs as FCAT Explorer, Academy of Reading, FCAT Simulation, and RiverDeep. For students with the lowest deficiency in reading, mathematics, science, and writing, the small group and pull-out programs will be utilized for school tutorial services. In addition, a State-Approved Supplemental Educational Services (SES) Provider will provide tutorial services after school for students.

### **• School Wide Improvement Model**

Allapattah Middle School will implement a structured curriculum as outlined in the organizational structure of the School Improvement Zone that includes the Continuous Improvement Model (CIM). This model will focus on a comprehensive reading program, supplemental materials and intervention in literacy in grades six through eight. Students will be administered pre and post tests, monthly, weekly tests in reading, mathematics, writing and other subjects. The school's Curriculum Map with data will be used to drive the instructional process. Emphasis will be placed on areas that demonstrate the greatest need for the students. Using the data, if 80 percent or more of the students complete with at least 75 percent accuracy, the class will move. Non-mastery students will be identified by teachers and provided with remediation in the form of a pull-out tutoring process. Their names will be submitted to administration in order to assign these students to mandatory tutorials through after school tutoring.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

To Increase reading performance of all NCLB population

**Needs Assessment**

Results of the 2005 FCAT Reading test indicate that some progress was made in the number of students meeting standards in Reading; however a vast majority of the students are deficient in reading. As per the No Child Left Behind (NCLB) adequate yearly progress report, students in all sub-groups did not attain the desired 31percent of level 3 or above on the 2005 FCAT Reading test. After disaggregating of 2005 FCAT data, the results indicate only 22 percent met high standards in reading.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Free and Reduced lunch students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Limited English Proficiency (LEP) students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Level 1 students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the lower 25 percent of students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students will increase their reading comprehension as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer weekly and monthly assessments aligned to the Sunshine State Standards tested benchmarks. The data gathered from the assessments will be disaggregated and used to direct classroom instruction and planning during the grade level planning sessions	All teachers of grade levels six thru eight/administrators	08/29/05	05/24/06
Implement a Transition Academy for incoming fifth and sixth graders for the purpose of engaging them in developmentally appropriate activities based on acquiring knowledge, skills and abilities to promote effective lifelong career development.	Counselors /sixth grade teachers/administrators	08/29/05	05/24/06
Employ coaching model to assist in the development of beginning teachers in the areas of planning, strategies and classroom management	Reading Coaches/administrators	08/29/05	05/24/06

that will include feedback to support the literacy program.			
Utilize the Extended Day and Extended School Year to assist in intervention and remediation necessary for all students performing below grade level.	All teachers of grade levels six thru eight/administrators	08/29/05	05/24/06
Implement Rigorous Reading Requirement.	All teachers of grade levels six thru eight/administrators	08/29/05	05/24/06
Utilize CRISS to provide additional support for teachers and students	Administrators, teachers and Curriculum support specialist	08/29/05	05/24/06
Use READ180 as intervention for students reading four levels below grade and READ XL for students one grade level below.	All teachers of level one and two students/administrators	08/29/05	05/24/06

### **Research-Based Programs**

McDougal-Littell Language of Literature, Scholastic READ180 (software), Scholastic READ XL Assessments: Gates MacGinitie, Interventions: Academy of Reading (software) and Reading Plus, ESOL: Visions-Thompson/Heinle, Read XL and Academy of Reading  
 CRISS for all areas

### **Professional Development**

Using the School Improvement Zone organizational structure, professional development will be provided to teacher and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the middle school level as follows: McDougal-Littell Language of Literature, READ180, Read XL, Academy of Reading, Reading Plus and Gates MacGinitie. Provide professional development that will enable school-site administrators to support the school-wide literacy plan. Provide professional development on the Continuous Improvement Model (CIM). Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2006. The School Improvement Zone Curriculum Support Specialist and school-site reading coaches will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time. Provide professional development to instructional staff on reading's Big Five.

## **Evaluation**

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Reading Standards Monthly Assessments for all students. For students reading below the fourth grade level (0.0-3-9), the Gates MacGinitie assessment will be used for screening, and State Reading Fluency Probes, READ180 assessments, and writing assessments will be used to monitor progress. The data from the 2005-2006 FCAT Reading Test will provide the final assessment.



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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

To increase mathematics performance of all NCLB population

**Needs Assessment**

Results of the 2005 FCAT test indicate that in grades six through eight only 25 percent of the students met high standards. In addition, the data reveals overall 57 percent of the students have demonstrated acceptable learning gains. Specific needs revealed in Mathematics are intense remediation for all sub groups in all of the tested benchmarks. More specifically, number sense and measurement. This was the lowest scored benchmark with 18 percent mastery. The assessment also uncovered needs which include, but are not limited to, the need to train the 20 percent of staff members that are new to the school, beginning teachers and a refresher training for veteran staff members in strategies to deliver instruction to enhance the deficient areas for student achievement in the following: maximizing reading comprehension; instructional initiative which promotes reading fluency and vocabulary development school-wide; the use of manipulatives and instructional curriculum mapping which will encourage teachers to utilize the two-hour block to maximize learning and increase student reading achievement.

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

## Measurable Objective

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Given instruction using the Sunshine State Standards, Level one students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement weekly and monthly assessments that are aligned to the Sunshine Standards tested benchmarks. Data disaggregated from the assessments will be used to redirect classroom instruction, and for placement of students in flexible tutorial groups. All mathematics teachers will continue to focus on identified content strands in accordance with the developed Instructional Focus Calendar timeline for mathematics.	All teachers of grade levels six through eight/ administrators	08/29/05	05/24/06
Utilize the Extended Day and Extended School Year to assist in intervention and remediation necessary for all students performing below grade level.	All teachers of grade levels six through eight/ administrators	08/29/05	05/24/06
School site mathematics resource personnel and Curriculum Support Specialist from the school	All teachers of grade levels six through eight	08/29/05	05/24/06

Improvement Zone will employ the coaching model (planning with teachers, demonstrating strategies, practice and feedback) during collaborative planning sessions to support the core mathematics program.	Administrators	
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## **Research-Based Programs**

Core Program: Glencoe Mathematics Textbook series

Interventions: RiverDeep, Plato Math Expedition, Classroom, Inc, FCAT Explorer, CIM

## **Professional Development**

Keeping in alignment with the School Improvement Zone organizational structure, required professional development for teachers and appropriate staff will be provided to promote and enhance student achievement during the extended professional development day. Areas of concentration in the trainings will include the core mathematics program, interventions programs (CRISS, Reciprocal Teaching, RiverDeep, Plato Math Expedition), Continuous Improvement Model (CIM), along with any related district provided trainings as they become available. During grade level planning time, Curriculum Support Specialists and school-site mathematics leaders will provide on-going professional development to teachers in grades six through eight in the implementation process of best practices in differentiated instruction. In addition, professional development on the Transition Academy to fifth and sixth grade teachers in April 2006 and the sharing of Best practices.

## **Evaluation**

Formative weekly and monthly assessments will be administered by the teachers and the disaggregating of the data from those assessments will be used to redirect classroom instruction and create flexible tutorials. The data from the 2005-2006 FCAT Mathematics Test will provide summative data to assist with correct placement of students for the next fiscal school year.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

To increase writing performance of all NCLB population

**Needs Assessment**

After assessing the data results of the 2004-2005 FCAT Writing Plus Test, it is indicated that 63 percent of the eighth grade students tested scored at 3.5 or higher. Additional analysis of the data indicate students are less proficient in Persuasive Writing as evidenced by 80 percent student mastery on the 2005 FCAT Writing Test as compared to 85 percent mastery on Expository Writing. The assessment also uncovered needs which include, but are not limited to, the need to train the 20 percent of staff members that are new to the school, beginning teachers and a refresher training for veteran staff members in strategies to deliver instruction to enhance the deficient areas for student achievement in the following: Focus, Organization, Supporting Details and Conventions for writing.

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

## Measurable Objective

Given instruction using the Sunshine State Standards to achieve adequate yearly progress through the No Child Left Behind (NCLB) provision, students in grade eight will increase their writing skills as evidenced by a one percentage point increase in the percentage of students scoring a 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Florida's Middle Grades Rigorous Reading Requirement.	All teachers of grade levels six through eight / administrators	08/29/05	05/24/06
Provide coaching and mentoring with the implementation of the monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	All teachers of grade levels six through eight / administrators	08/29/05	05/24/06
Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts. Use disaggregated data to redirect instruction and create differentiated instructional groups.	All teachers of grade levels six through eight / administrators	08/29/05	05/24/06
Administer and analyze data received from Learning Express Prompts to redirect instruction and create differentiated instructional groups.	All teachers of grade levels six through eight / administrators	08/29/05	05/24/06
Incorporate CRISS and writing throughout all content areas including strategies specific to each subgroup.	All teachers of grade levels six through eight / administrators	08/29/05	05/24/06
Utilize the Extended Day and Extended School Year to assist in intervention and remediation necessary for all students performing below grade level.	All teachers of grade levels six through eight / administrators	08/29/05	05/24/06

### Research-Based Programs

Learning Express Zone Writing (software)

Effective writing component of the Comprehensive Reading Plan(CRP)

CRISS

## **Professional Development**

The School Improvement Zone will provide staff development to all writing teachers on FCAT strategies, reader bias, and understanding the U-6 scoring rubric. School-site writing resource personnel will train all teachers and appropriate staff members in holistic scoring and strategies to improve students' writing skills. Teachers and appropriate staff will be trained in the use of Learning Express Writing Zone prompts. This on-going professional development will take place during common planning time and early release professional development days. All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel. Teachers will also benefit from the sharing of Best practices, CRISS, Reciprocal Teaching and Learning Express

## **Evaluation**

Provide monthly assessments using District prompts to monitor students' progress in addition to Learning Express Prompts. The disaggregating of the data from the above assessments will provide redirection of instruction and differentiated instructional groups. The results of the 2006 FCAT Writing Plus test once disaggregated will allow proper placement of students for tutorial and instructional groups.

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

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

**GOAL 4 STATEMENT:**

To increase science performance of all NCLB population

**Needs Assessment**

Results of the 2005 FCAT test indicate that 85 percent of the students included in the school's accountability report did not score at the District's mean score. Further assessment of the data also indicates students in grade eight need remediation in Earth Space Science and Critical Thinking.

## Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by an increase in the mean scale score to match or exceed the District's Mean scale score as documented by scores of the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer pre test assessment and analyze data to target all subgroups that are in need of remediation.	All teachers of grade levels six through eight / administrators	09/12/2005	05/24/2006
Increase the number of labs and/or hands-on activities that students are engaged in at grade level.	All teachers of grade levels six through eight / administrators	09/12/05	05/24/06
Use CRISS and Reciprocal Reading strategies to assist students who may lack the desired reading skills.	All teachers of grade levels six through eight / administrators	09/12/05	05/24/06
Utilize the Extended Day and Extended School Year to assist in intervention and remediation necessary for all students performing below grade level.	All teachers of grade levels six through eight / administrators	09/12/05	05/24/06
Engage students in scientific investigation through Science Projects and exhibits	All teachers of grade levels six through eight / administrators	09/12/05	05/24/06
Increase the number of participants for Dade County Youth Fair Science Projects.	All teachers of grade levels six through eight / administrators	09/12/05	05/24/06
Monitor implemented curriculum maps to align science strands across the curriculum to ensure all Sunshine State Standards' benchmarks are implemented prior to February 2006.	All teachers of grade levels six through eight / administrators	09/12/05	05/24/06

### Research-Based Programs

Students will be given remediation and intervention using technology as well as direct instruction through the Glencoe Science Voyages textbook. Students scoring at or above grade level will be given enhancements using the RiverDeep program.



## **Professional Development**

Keeping in alignment with the School Improvement Zone organizational structure, required professional development for teachers and paraprofessional will be provided to promote and enhance student achievement. Areas of concentration will be CRISS, Reciprocal Teaching, Continuous Improvement Model, along with any related district provided trainings as they become available.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Science Test. Monthly assessment reports will provide formative data which will be used to monitor progress toward the objective. RiverDeep assessment programs will provide opportunities to monitor student progress.

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

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

**GOAL 5 STATEMENT:**

To increase Parental and Community involvement

**Needs Assessment**

The data reflected on the 2004-2005 parental attendance roster for Title I Parental Involvement indicated that there is a need to increase parent involvement by five percent. The level of involvement of parents will need to be highly focused and well planned to maximize the efforts to generate increased student academic achievement, participation and support. There is also a need to develop a Parent Resource Center that is conducive for small parental group training that includes at least five Brainchild Computers. Further analysis of the data indicate the lack of participation is due to several factors such as, single parent homes, non-paternal guardianship and low economic means which causes parents or guardians the need to work more than a forty hour work week.

## Measurable Objective

Recognizing the importance of home and community to support the efforts of improving the academic achievement of students, Allapattah Middle will demonstrate a five percent increase in parental and community involvement in our efforts to show improvement in student achievement as evidenced by comparing the 2004-2005 and 2005-2006 Title 1 Parental Involvement attendance rosters.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct parent technology workshop to promote computer literacy and the need to bridge the digital divide.	Administrators / Community Involvement Specialist / Technology Coordinator	08/29/05	05/24/06
Plan and implement workshops to empower parents with the skills needed to assist students with home learning activities.	Administrators / Community Involvement Specialist / School Social Worker	09/12/05	05/24/06
Provide informational workshops through Title I that focus on parenting skills, healthcare, educational growth and the use of technology.	Administrators / Community Involvement Specialist / School Social Worker	09/12/05	05/24/06
Conduct AIP conferences and invite parents in to receive student quarterly report cards to ensure parental awareness of student academic performance and the instructional plan.	Administrators / Community Involvement Specialist / Student Services support personnel	10/19/05	05/24/06
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Administrators / Community Involvement Specialist / School Social Worker	08/29/05	05/24/06
Encourage full participation in the Zone's Parent Academy.	Administrators / Community Involvement Specialist / School Social Worker	09/12/05	05/24/06

## Research-Based Programs

Florida Association of Partners National Standards for Parent/Family Involvement Programs  
Passport to Success

## Professional Development

Professional development for monthly Title I Community Involvement Workshops/Monthly EESAC meetings/Parent Academy

## **Evaluation**

Monitor the participation of parents by maintaining the use of attendance rosters from Parent Resource Center, and school wide events, including but not limited to Open House, Family Night, AIP conferences, team-parent conferences and Parent Academy participation.

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 6 STATEMENT:***

Improve the environment of Allapattah Middle in the areas of safety and discipline

### ***Needs Assessment***

Data analyzed from the Student Case Management System executive summary indicates there is a need to reduce disciplinary referrals from 1,351 to 900 and the suspension rate of students to 20 percent in 2006 as compared to 47 percent in 2005 . The data further indicates there is a need to educate and strengthen the development of students in the areas of problem solving and conflict resolution strategies due to 30 percent of the referrals in 2005 were due to fighting. In addition, there is a need for counseling and classroom management strategies to be implemented by the faculty and staff to reduce the amount of teacher referrals.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of suspensions and teacher initiated referrals during the 2005-2006 school year as compared to the 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training for teachers in developing effective classroom management strategies.	Zone's Professional Development program Teachers/Administrators	08/29/05	05/24/06
Develop peer mediation groups.	Teachers/Administrators / Student Service counselors	09/12/05	05/24/06
Utilize Switch Board of Miami counselors to work with students in the areas of conflict resolution and peer mediation.	Teachers/Administrators / Student Service counselors	09/12/05	05/24/06
Create teen justice council to determine disciplinary actions for minor infractions.	Teachers/Administrators / Student Service counselors / student council members	10/25/05	05/24/06
Monitor Six Step disciplinary plan to ensure plan is being followed before referrals are written.	Teachers/Administrators / Student Service counselors	08/29/05	05/24/06

### Research-Based Programs

Peer Mediation Model

KAPOW

Character Education

Project Proud

### Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include: Training in Peer Mediation, training by the KAPOW program and review of our Six Step Discipline plan at Faculty and Staff meetings

### Evaluation

This objective will be evaluated by the analysis of the Student Case Management Summary for 2005-2006 school year.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 7 STATEMENT:**

To increase the use of Technology as a means to assist with the academic and professional development of students and teachers.

***Needs Assessment***

The lack of data from the FCAT Explorer’s data base system indicates there is a need to engage students in the use of technology to improve academic performance. Further analysis of the electronic grade book and e-mail communication systems in Allapattah Middle indicated less than 50 percent of the staff utilizes available technology to enhance teaching and communication skills. The data results from the STAR survey will be added to the needs assessment once it is available.

## Measurable Objective

Given an emphasis on the use of technology in education, and the lack of data to support its usage, all students will augment their usage of FCAT Explorer Program as evidenced by a 20 percent increase during the 2005-2006 school years compared to the 2004-2005 school. In addition, teachers will augment their usage of the electronic grade book and District e-mail as evidenced by a 20 percent decrease of handwritten grade books and a 20 percent increase of e-mail accounts utilized in the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Assign practice sessions in FCAT Explorer during the Extended Day activities.	Administrators / All grade level teachers	09/12/05	04/20/06
Monitor usage of FCAT Explorer Program utilizing printable reports.	Administrators / All grade level teachers	09/12/05	04/20/06
Provide training sessions for beginning teachers in the usage of electronic grade book and other technology programs during Professional Development days.	Administrators / All grade level lead teachers / Zone's Office for Professional Development	08/12/05	04/24/06
Disseminate important information through e-mail with required response.	Administrators / All grade level teachers / EESAC	08/24/05	05/24/06

## Research-Based Programs

FCAT Explorer /District E-Mail/Pinnacle Electronic grade book program  
National Education Technology Standards (NETS)  
System for Technology Accountability and Required Technology

## Professional Development

Keeping in alignment with the School Improvement Zone organizational structure, required professional development for teachers and paraprofessional will be provided to promote and enhance student and teacher achievement Technology. Areas of concentration will be FCAT Explorer, Pinnacle grade book program and communication through e-mail.

## Evaluation

Increased usage in the FCAT Explorer will be monitored through the analysis of reports available from FCAT Explorer's and other educational software data base, the increase of electronic grade books and electronic accounts established and used in 2005-2006 school as compared to the 2004-2005 school year.



## 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.)

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

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

### ***GOAL 8 STATEMENT:***

To increase the amount of NCLB population participating in Daily Breakfast program.

### ***Needs Assessment***

Data from the 2004-2005 Executive Summary indicate a 12 percent participation rate in the daily Breakfast Program. There is a need to increase student participation in the daily breakfast program to promote fitness and academic focus readiness in the learning environment.

## Measurable Objective

Given an emphasis on the importance of the NCLB population wellness/fitness in the learning environment, students in grades six through eight will improve their participation by 20 percent in the daily breakfast program in the 2005-2006 school year as compared to 12 percent participation in the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Solicit student menu planning participation throughout the school year	Student Council members / administrators	09/12/05	05/24/06
Train teachers how to utilize the 5 A Day the Florida Way program in daily instruction	Student Council members / administrators / teachers	10/11/05	05/24/06
Provide incentives for participation in daily breakfast program.	Student Council members / administrators / teachers	10/12/05	05/24/06
Plan and coordinate parent/student breakfast on a monthly basis.	Student Council members / administrators / teachers / Community Involvement Specialist	10/24/05	05/24/06

## Research-Based Programs

Florida's Nutrition Education Campaign

Five A Day the Florida Way

The Bureau of Child Nutrition

## Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include:

Teachers will be trained in the use of the 5 A Day the Florida Way program.

## Evaluation

This objective will be considered to have been successful if the Executive Summary data for 2005-2006 indicates a 20 percent or higher increase in student participation in the Daily Breakfast program.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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:**

To increase the amount of NCLB population participating in Magnet Arts by 20 percent.

**Needs Assessment**

Data from the Executive Summary for 2004-2005 indicates total enrollment at 120 students. There is a need for an increase of 20 percent student participation in the Magnet Arts program to provide more enrichment opportunities for students.

## Measurable Objective

Given emphasis on the benefits of participating in Fine Arts programs, the number of students enrolled in the Magnet Arts program will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a Magnet Fair for students and community.	Lead Magnet Teacher/ Magnet Teachers/ Administrators / Community Involvement Specialist / EESAC	01/13/06	01/20/06
Develop mid-year recruitment plan for students already enrolled at school in regular classes.	Lead Magnet Teacher/ Magnet Teachers/ Administrators / Counselors	12/13/05	01/11/06
Educate parents and teachers on the importance of Fine Arts programs in schools.	Lead Magnet Teacher/ Magnet Teachers/ Administrators / Community Involvement Specialist / EESAC / Counselors	10/12/05	05/24/06
Provide additional enrichment learning activities through the Extended Day classes	Lead Magnet Teacher/ Magnet Teachers/ Administrators	08/29/05	05/24/06

## Research-Based Programs

National Endowment for the Arts  
Federal Resources for the Arts

## Professional Development

Teachers in the Magnet Program will utilize Zone Improvement Professional Development calendar as it applies to their specific areas.

## Evaluation

The objective will be measured by comparing the data from the 2004-2005 student enrollment results to the 2005-2006 results.

## 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.)

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

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

***GOAL 10 STATEMENT:***

Allapattah Middle will rank at or above the 80th percentile statewide in the statewide in the ROI index of value and cost effectiveness of its programs.

***Needs Assessment***

The data from the State's index publication for the 2003-2004 indicates Allapattah Middle as being very low. There is a high population of Exceptional Educational (18 percent) and Economically Disadvantaged (91 percent) students enrolled. Considering these factors, the school has not spent enough revenue to overcome these disadvantages. We will strive to improve our ranking where possible and provide additional enrichment opportunities for the students.

## Measurable Objective

Allapattah Middle will improve its ranking on the State of Florida ROI index publication from the tenth percentile in 2003 to 25th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the most effective use of financial resources in relation to school programs	Administrators / EESAC	10/12/05	04/24/06
Examine the ability to reconfigure existing expenditures or acquiring resources for outside sources, e.g. grants and private foundations	Administrators / EESAC	11/07/05	04/21/06

### Research-Based Programs

N/A

### Professional Development

All stakeholders will strive to become more familiar with the concept of Return on Investment, available financial resources for school programs, and the possible resource allocations that are available to individual schools.

### Evaluation

On the next State of Florida ROI index publication, Allapattah Middle will show progress toward reaching the 25th percentile ranking.

## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

### ***Budget:***

Our EESAC has reviewed and discussed how best to spend the budget of \$17,064.95 allotted and has voted to disburse funds in the following manner:

25 percent will be given to Media Services to continue updating reading material for the students and staff.

20 percent to be spent on upgrading technology for staff and students.

20 percent to be used for School Projects to benefit our student body participation in activities such as, Black History month, Red Ribbon Week, Hispanic Heritage month, Career Day and any other culminating activities.

20 percent was allocated for EESAC Trust fund for the convenience of purchasing afterschool snacks, attendance incentives and student achievement awards.

15 percent to assist and support the purchase of materials/items/field trips to enhance our schoolwide enrichment plan and safety issues.

### ***Training:***

Allapattah Middle's EESAC will engage in specific training to: improve decision making skills and understanding budget appropriation, data analysis skills, enhance FCAT Writing Plus skills and interpersonal skills.

### ***Instructional Materials:***

EESAC will request Department Chairpersons, Assistant Principal of Curriculum, Reading Coaches and all Program Specialists to provide feedback to specific needs for instructional materials. Decisions will be based on current needs and budget availability.

### ***Technology:***

The funds allocated for technology will be used to upgrade software programs and purchasing of new software for existing computers. Utilizing the expertise of the technology technician, all suggestions for purchases for printer cartridges and accessories for computers will be approved by the technician.

***Staffing:***

The assessment of the effectiveness of instructional and non-instructional personnel's appropriateness, and usefulness as it applies to student achievement will be examined through out the year by EESAC.

***Student Support Services:***

The allotment of funds by EESAC to support student services is consistent with the councils goal to support students in all areas. Our commitment to reward students for their excellence in all areas of academic achievement and conduct will continue to be the primary focus of the council.

***Other Matters of Resource Allocation:***

The allocations made by EESAC are sufficient and there are no other anticipated needs requiring allocations.

***Benchmarking:***

Our goal to maintain the requirement of data driven instruction in all academic areas will be fulfilled through the gathering and analyzing of data from weekly and monthly assessments.

***School Safety & Discipline:***

Allapattah Middle implemented a progressive 6-Step Discipline plan at the beginning of the 2005-2006 school year. Funds allocated were allocated to support the plan. Quarterly reports will be assessed to ensure the safety of students and staff.



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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*