

---

# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

---



*School Name:* 6021 - Arvida Middle School

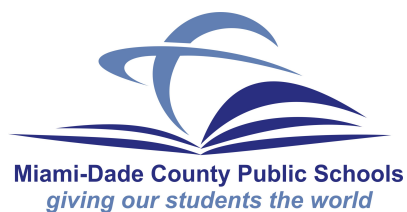
*FeederPattern:* Miami Killian Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Herbert Koross

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *Arvida Middle School*

---

Arvida Middle is on 9.193 acres in Southwest Miami Dade County at 10900 SW 127th Avenue. The ethnic/racial makeup of the student population is 59% Hispanic, 22% Anglo, 13.7% African American, 2.6% Asian, and 2.7% Other. Arvida Middle School provides an educational program for students in grades six, seventh, and eighth which utilizes the Sunshine State Standards and Competency-Based Curriculum as its main curriculum focus. Arvida Middle School also provides services to children with special needs, which include emotionally handicapped, educable mentally handicapped, learning disabled, and physically impaired. High achieving students are serviced via advanced, honors, and gifted classes in the core academic areas. Students in some of these classes are eligible for high school credit in seven academic areas such as, Algebra, Earth/Space Science, Honors Gifted Geometry, Biology, Spanish, French, and Japanese. Additionally, students in grades six and seven are eligible to participate in the Academy programs, advanced academic programs that stress an Interdisciplinary approach to learning.

Given instruction using the Sunshine State Standards, students in grade 6-8 will increase their reading skills as evidenced by 65% of students scoring at or above FCAT achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44% of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, LEP students will improve their reading skills as evidenced by 44% of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading skills as evidenced by 44% of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematics skills as evidenced by 69% of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students will improve their Mathematics skills as evidenced by 50% of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, LEP students will improve their Mathematics skills as evidenced by 50% of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, SWD will improve their Mathematics skills as evidenced by 50% of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given school-wide instruction in Sunshine State Standards, students in grade 8 will increase or maintain their writing skills as evidenced by 87% of the students achieving 4.0. or above on the 2006 FCAT Writing Plus Test.

Given instruction using the Integrated Science Curriculum correlated to the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by meeting or exceeding the District's mean scale score as documented by the scores on the administration of the 2006 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, Arvida Middle School will demonstrate a 2% increase in parental and community volunteer hours as evidenced by comparing the volunteer logs for the 2004-2005 and 2005-2006 school years.

Given instruction on conflict resolution and anger management through counseling sessions, the Students with Disabilities will decrease their outdoor suspensions by 2% by comparing the 2004-2005 and 2005-2006 District Outdoor Suspension report.

Given an emphasis on the use of technology in education, all students will augment their usage of the A+ Program as evidenced by a 2% increase of classes using the computer labs comparing the 2004-2005 and the 2005-2006 sign in log sheet.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students enrolled in physical education classes will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

Given the state mandate on reading, the 2005-2006 physical education teachers (elective teachers) will begin classes to obtain endorsement in reading as evidenced by university transcripts and TEC credits/classes by May 30, 2006.

Arvida Middle School will improve its ranking on the State of Florida ROI index publication from 89 percentile in 2003 to the 90 percentile on the next publication of the index.

As per the Organizational Performance Improvement Snapshot Survey and its results, it is evident that our staff feels that they are not included and do not have input on the future plans of Arvida Middle School inservices, workshops and its budget. It is the intention of the "Community of Learners" meetings to create a comradery of individuals to share best practices and gather ideas on infusing the reading benchmarks across the curriculum. It is at these meetings where questions will be posed to the staff as to what they see as Arvida's future and where they see themselves as individuals in it. Their input will be analyzed.

Arvida's staff rated a 3.2 average score to "I know how well my organization is doing financially". It will be Arvida's goal to make its staff aware of the 2005-2006 school budget. Budgetary issues will become part of the faculty meeting agenda.

Arvida was designated as a Blue Ribbon School of excellence for the 1997-98 school year and an A School by the Florida Department of Education in 1999, 2002, and 2003. In 2004, Arvida was designated a B school missing an A by one point. With the commitment of the Arvida staff and the support of the Arvida parents and community, Arvida Middle School became an A again in 2005.

# 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.

## **Arvida Middle School**

### VISION

Arvida Middle School exemplifies a progress commitment to recapturing traditional excellence and incorporating innovative approaches into the educational process. The staff believes in meeting the students where they are and assisting them in reaching their potential, while encouraging them to reach for high goals. Arvida Middle School is a school of excellence. There is a clear vision for the school and its students that is reflected in the mission statement. This vision is being implemented through specific objectives and policies and creative programs. School leadership has created a sense of shared purpose among faculty, students, parents, and the community, uniting all in a true quest for excellence. Although we view various instructional components of our school as interlocking pieces of a puzzle, we see our students as the whole picture. We strive to engage our students in an active quest for excellence. The school prepares students for lifelong learning and leadership roles in high school and post secondary education. It fosters creative and scientific inquiry through an innovative curriculum.

### MISSION

Arvida Middle School seeks to produce learners who achieve at their maximum potential. We envision our students as future adults who are technologically advanced, academically well-rounded, and always mindful of their responsibility to set positive examples for others and help their fellow citizens. In order to realize the objectives for improving student achievement, strengthening social, technological skills, and contributing to the global economy of the future, Arvida will form partnerships of many kinds with local businesses, with postsecondary academic institutions, and with the community. These are the building blocks of Arvida Middle School.

## 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.

## *School Demographics*

---

Arvida Middle School provides an educational program for students in grades six, seventh, and eighth which utilizes the Sunshine State Standards and Competency-Based Curriculum as its main curriculum focus. Arvida Middle School also provides services to children with special needs, which include emotionally handicapped, educable mentally handicapped, learning disabled, and physically impaired. High achieving students are serviced via advanced, honors, and gifted classes in the core academic areas. Students in some of these classes are eligible for high school credit in seven academic areas such as, Algebra, Earth/Space Science, Honors Gifted Geometry, Biology, Spanish, French, and Japanese. Additionally, students in grades six and seven are eligible to participate in the Academy programs, advanced academic programs that stress an interdisciplinary approach to learning. FCAT Level 1 and Level 2 students are placed in reading. In addition, students with poor decoding skills are enrolled in a reading plus class. Identified FCAT Level 1 and Level 2 math students are placed in an intensive math class. Two computer labs, supervised by a technology coordinator, allows for classroom teachers to sign up for computer application activities. Finally, the school's technology initiatives have expanded to include at least one computer in each classroom, three labs available for teachers, and one portable lap-top lab for classroom teachers. Student services are provided to address student needs, such as academic, individual and group counseling. These services have a strong impact on achievement. This school employs a total of 126 full-time staff members and 16 part-time staff members. Of the full-time staff group, five are administrators, 67 are classroom teachers, eight are exceptional student teachers, three are ESOL teachers, four are guidance counselors, one is a career specialist, four are classroom paraprofessionals, one is a computer specialist, one is a media specialist, nine are clerical employees, seven are security monitors, and ten are custodial workers. Of the teaching staff, 40 have a master's degree and four have their PHD. Arvida Middle is on 9.193 acres in Southwest Miami Dade County at 10900 SW 127th Avenue. A two-story 72 classroom building encompasses an auditorium on the first floor and a media center on the second floor. Administrative offices, three vocational classrooms, and two computer labs occupy the first floor and the media center is located on the second floor. This 30-year old building received a six classroom addition in 2003 and a new permanent structure of eleven classrooms for the 2004-2005 school year. The rooms have been retro-wired to provide Internet access to all classrooms. The media center includes a mini lab composed of fifteen computers and ten computers on wheels available for teachers to check out. In addition, a television production room is housed in the media center, which allows students to create and televise morning announcements via closed circuit television on a daily basis. The fine arts program includes drama, band, orchestra, art, chorus, keyboard, and dance. Arvida Middle School serves 1798 students from the surrounding neighborhood, including 66% Standard Curriculum students, 9.7% Exceptional Student Education students, 18.5% Gifted students, and 6.5% English for Speakers of Other Languages. The ethnic/racial makeup of the student population is 59% Hispanic, 22% Anglo, 13.7% African American, 2.6% Asian, and 2.7% Other. The school is composed of students from relatively middle to high income bracket families, while a smaller percentage of the student body represents a low-middle income bracket. These students require support to secure their basic needs. These needs are addressed via the free breakfast and free/reduced meal program of the school. Families identified in need of counseling support are referred to a variety of agencies for assistance. Additionally, students performing below district and state guidelines are provided with remedial and tutorial services.

# *School Foundation*

---

## ***Leadership:***

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.4. Based on these results, it is evident that our staff is knowledgeable of the school's mission and is satisfied with the leadership of our school.

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

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 3.9. Based on these results, Arvida will create a learning community comprised of all stakeholders so they may share their ideas for the future growth of the school.

## ***Stakeholder Engagement:***

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.2. Based on these results, it is evident that our staff is aware of their student needs and communicates with them as such. The data from the school climate survey will be analyzed to determine what the "customers" perceive to be the strengths and weaknesses of Arvida.

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

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.2. Based on these results, Arvida has cooperative learning communities where best practices are shared with the administration. All new teachers have a mentor and a professional growth team assigned.

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

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.4. Based on these results, it is evident that our staff is knowledgeable on data collection and analysis procedures.

## ***Education Design:***

As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.1. Based on these results, it is evident that our staff participates in inservices to provide them professional growth. This is done through Department Level meetings, Community of Learners meetings and inservices provided by region and district.

At the Department Level meetings, teachers analyze their curriculum maps and determine which benchmark(s) needs to be readdressed.

At the Community of Learners meetings, teachers share best practices based on Marcia Tate, a consultant from Developing Minds, as well as the infusion of reading across the curriculum.

At Region and District meetings, teachers and staff participate in advanced courses and district initiatives.

## ***Performance Results:***



As per the Organizational Performance Improvement Snapshot Survey, this category received an average score of 4.1. In this section, Arvida's staff rated a 3.2 average score to "I know how well my organization is doing financially". It will be Arvida's goal to make its staff aware of the 2005-2006 school budget. Budgetary issues will become part of the faculty meeting agenda.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 1 STATEMENT:**

All students will increase their reading skills.

### **Needs Assessment**

Scores on the 2004-2005 FCAT Reading Test indicate that 63% of the students in grades six through eight have scored at or above FCAT Level 3. The White, Hispanic, Asian, and Economically Disadvantaged students made AYP. The African American students, the LEP students, and the SWD did not meet AYP. Additional support will be given to these subgroups. In grades six and eight, our students were successful in words/phrases, main idea/purpose, and comparisons. More emphasis and support is needed in reference/research. In grade seven, our students were successful in words/phrases, main idea/purpose, and reference/research. More emphasis and support is needed in comparisons.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 6-8 will increase their reading skills as evidenced by 65% of students scoring at or above FCAT achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44% of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, LEP students will improve their reading skills as evidenced by 44% of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading skills as evidenced by 44% of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Inclusion reading classes for all grade levels.	Assistant Principal Selected Reading Teacher ESE Teacher	8/8/2005	5/24/2006
Infuse Accelerated Reader in the Language Arts Classes on a weekly basis.	Media Specialist Language Arts Department Head	8/8/2005	5/24/2006
Utilize CRISS strategies in all core classes as evidenced by teacher lesson plans.	Core Teachers	8/24/2005	5/24/2006
Enroll, instruct and evaluate students reading below grade-level into an intensive reading class and enroll, instruct and evaluate students with poor phonemic awareness and decoding skills in a reading plus class as delineated in the Comprehensive Reading Research Plan.	Principal Reading Chairperson	8/8/2005	5/24/2006
Use READ 180 daily in the intensive reading classes as evidenced by class reports.	Reading Teachers Reading Coach	10/3/2005	5/24/2006
Promote reading reinforcement strategies/ activities throughout the school for all students on a quarterly basis and infuse the reading benchmarks across the curriculum as evidenced by teacher lesson plans.	Assistant Principal Teachers Literacy Leadership Team	10/5/2005	5/24/2006
Provide after school and Saturday school tutorial sessions for all Level 1 and Level 2 students using	Tutorial Facilitator Assistant Principal	9/24/2005	5/12/2006

programs such as FCAT Explorer and A+.			
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of the Levels one and two students adhering to the Continuous Improvement Model.	Reading Teachers	10/3/2005	5/24/2006

## **Research-Based Programs**

Read 180  
 Scholastics XL  
 McDougal-Littel  
 Zaner Bloser text

## **Professional Development**

Comprehensive Reading Research Plan Assessment/Planning Meetings  
 Community of Learners meetings  
 CRISS strategy implementation.  
 Consultant, Marcia Tate, Developing Minds  
 Best Practices/Department Level meetings  
 Reading and Elective Teachers pursuing endorsements  
 Literacy Leadership Team meetings

## **Evaluation**

The objective will be evaluated by Gates MacGinitie, San Diego Quick Assessment, Oral Reading Fluency Assessment (ORF)and  
 Diagnostic Assessments of Reading (DAR)and the 2006 FCAT Reading Test.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 2 STATEMENT:**

Students in grades six through eight will improve their mathematics skills.

**Needs Assessment**

Scores indicate that 67% of the students in grades six through eight have scored 3 and above, on the 2005 FCAT Mathematics Exam. The White, Hispanic, Asian, and Economically Disadvantaged students made AYP. The African American students, LEP students and the SWD did not meet AYP. Additional support will be given to these subgroups. In grades six and seven, our students were successful in number sense, geometry, algebraic thinking, and data analysis. More emphasis and support needs to be given to measurement. In grade eight, our students were successful in number sense, measurement, algebraic thinking, and data analysis. More emphasis and support needs to be given to geometry.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematics skills as evidenced by 69% of students scoring FCAT Achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students will improve their Mathematics skills as evidenced by 50% of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, LEP students will improve their Mathematics skills as evidenced by 50% of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, SWD will improve their Mathematics skills as evidenced by 50% of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enroll low performing students into an intensive mathematics class in lieu of an elective.	Principal	8/8/2005	5/24/2006
Continue pull-out sessions with individual ESE students on a weekly basis.	Selected Teacher	8/8/2005	5/24/2006
Implement Inclusion mathematics classes for all grade levels.	Assistant Principal Selected Math Teachers ESE Teacher	8/8/2006	5/24/2006
Utilize CRISS strategies in all core classes as evidenced by teacher lesson plans.	Core Teachers	8/24/2005	5/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of the Levels one and two students adhering to the Continuous Improvement Model.	Math Teachers	10/3/2005	5/24/2006
Increase the participation of Level 1 and Level 2 students attending after school and Saturday tutorial sessions/ individual tutorials by using programs such as FCAT Explorer, A+ and River Deep.	Assistant Principal Tutorial Facilitator Individual Teachers	9/24/2005	5/24/2006
Increase instructional use of various software (ie.	Math Teachers	8/15/2005	5/24/2006

Brainchild, A+, Riverdeep, FCAT Explorer)as evidenced by teacher lesson plans.			
Use Sharpen Up, FCAT Practice and Sample Test Workbook as supplemental material as evidenced by teacher lesson plans.	Selected Math Teachers	8/22/2005	5/24/2006

## Research-Based Programs

Glencoe Textbook  
Brainchild  
A+Program  
River Deep  
FCAT Explorer

## Professional Development

A+ Program  
River Deep Training  
CRISS Training  
Community of Learners meeting  
Consultant, Marcia Tate, Developing Minds  
Best Practices/Department Level meetings  
Vertical Teaming

## Evaluation

The objectives will be evaluated by Glencoe practice material, tests and quizzes, classwork, home learning teacher assessment and the 2006 FCAT Mathematics Test.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

All students will work towards the development of State Mastery Standards.

**Needs Assessment**

87% of students met state standards in writing. LEP students need improvement in writing and will be given additional support. 79% of the students scored at 3.5 or above on the Expository writing essay and 81% scored at a 3.5 or above on the Persuasive essay. Based on these results, more emphasis will be placed on the Expository writing essay.

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 school-wide instruction in Sunshine State Standards, students in grade 8 will increase or maintain their writing skills as evidenced by 87% of the students achieving 4.0. or above on the 2006 FCAT Writing Plus Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use CRISS strategies on a weekly basis.	All Teachers	9/6/2005	5/24/2006
Provide Content Area Teachers with a writing model and engage a writing specialist to work with eighth grade students.	Language Arts Department Head Assistant Principal	8/15/2005	5/24/2006
Implement writing across the curriculum as evidenced by teacher lesson plans.	Assistant Principal Language Arts Department Head All Teachers	8/22/2005	5/24/2006
Incorporate writing skills as part of the remedial reading program through journal writing on a daily basis.	Language Arts Department Head Reading Chairperson	8/15/2005	5/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of the Levels one and two students adhering to the Continuous Improvement Model.	Language Arts Teachers	10/3/2005	5/24/2006
Provide individual consultation to students before the administration of the 2006 FCAT Writing Plus Test.	Language Arts Teacher Assistant Principal	12/1/2005	2/28/2006

## Research-Based Programs

Zaner Bloser

What Works - Enhancing the Process of Writing Through Technology: Integrating Research and Best Practice

## **Professional Development**

Conduct staff development  
CRISS Training  
Community of Learners meetings  
Consultant, Marcia Tate, Developing Minds  
Best Practices/Department Level meetings

## **Evaluation**

The objectives will be evaluated by The Language of Literature, Writing and Grammar, Quarterly Assessments, Tests and Quizzes, Classwork, Home Learning, Teacher Assessment and 2006 FCAT Writing Plus Test.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 4 STATEMENT:**

Students in eighth grade science will improve their science skills as evidenced by the percentage of students scoring at or above the District mastery level on the 2005-2006 Administration of the FCAT Science Test.

### **Needs Assessment**

Scores indicate that students in grade eight scored 11% above the District's mean scale score of 272 on the 2005 FCAT Science Test. The mean scale score for Arvida was 302. Our students met state requirements in physical science, chemical science and earth and space science. Arvida exceeded the state in Life and Environment and Scientific Thinking.

## Measurable Objective

Given instruction using the Integrated Science Curriculum correlated to the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by meeting or exceeding the District's mean scale score as documented by the scores on the administration of the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate labs/hand-on activities a minimum of once a week.	All Science teachers	8/8/2005	5/24/2006
Implement Inclusion science classes for all grade levels.	Selected Science Teachers ESE Teacher Assistant Principal	8/8/2005	5/24/2006
Continue pull-out sessions with individual ESE students on a weekly basis.	Selected Teacher	9/6/2005	5/24/2006
Provide individual student after school tutorial on an as needed basis.	Selected Teachers	9/1/2005	5/24/2006
Utilize the Integrated Science Curriculum and interactive video lessons at least three times a week as evidenced by teacher lesson plans.	Science Teachers	8/8/2005	5/24/2006
Increase the use of technology programs (such as A+ and River Deep) both in the science classes and in the computer labs as evidenced by teacher lesson plans and the computer lab log in sheet.	Science Teacher Technology Coordinator	9/1/2005	05/24/2006
Analyze data and provide feedback to teachers and students from the FCAT Science Sample Pre and Post Test adhering to the Continuous Improvement Model.	Science Teachers Assistant Principal	8/15/2005	5/24/2006
Utilize CRISS strategies in all core classes.	All teachers	9/6/2005	5/24/2006

### Research-Based Programs

Integrated Science Curriculum  
River Deep  
Science Voyages

## **Professional Development**

Curriculum Mapping

River Deep Training

CRISS Training

Best Practices

Community of Learners meetings

Inclusion Workshops

Consultant, Marcia Tate, Developing Minds

## **Evaluation**

The objectives will be evaluated by Test and Quizzes, Class Participation, Classwork, Home Learning, Teacher Assessment, Labs/Hands-on activities and the 2006 FCAT Science Test.

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

**GOAL 5 STATEMENT:**

Arvida Middle school will involve more parents in the everyday procedures of maintaining a safe and appropriate learning environment.

**Needs Assessment**

Arvida Middle school has seven security monitors. A parent patrol has been established to assist the administration in monitoring school safety. Additionally, Arvida's parents are involved and concerned about their children's progress throughout the school year. Parent Internet Viewer and Schoolnotes.com are an essential tool to our parents to monitor their child's progress.

## Measurable Objective

Given the school wide emphasis on parental and community involvement, Arvida Middle School will demonstrate a 2% increase in parental and community volunteer hours as evidenced by comparing the volunteer logs for the 2004-2005 and 2005-2006 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Recruit parent and community volunteers.	Career Specialist	10/18/2005	5/24/2006
Increase the number of parents participating in the Parent Patrol as evidenced by the volunteer log.	Principal	08/08/2005	5/24/2006
Increase the number of parents using Parent Internet Viewer on a daily basis.	Technology Coordinator	08/08/2005	5/24/2006
Increase the number of parents using schoolnotes.com. on a daily basis.	Technology Coordinator	08/08/2005	5/24/2006
Increase participation with the school store as evidenced by a volunteer log.	Assistant Principal	08/08/2005	5/24/2006
Increase the use of the Parent Resource Center as evidenced by a volunteer log.	Assistant Principal	08/08/2005	5/24/2006
Ensure parents are at the welcome/security table during the school day.	Assistant Principal	08/8/2005	5/24/2006

## Research-Based Programs

Rutgers Center for Family Involvement in Schools

The National PTA Standards for Parent and Family Involvement Programs

## Professional Development

PTSA meetings/ workshops

Staff Training

Parent Academy

## Evaluation

The objective will be evaluated as evidenced by the 2006 Volunteer Log sheet.

## 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.)

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 checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Instruction will be given on conflict resolution and anger management through counseling sessions, in order to decrease the Students with Disabilities outdoor suspensions.

### ***Needs Assessment***

Because of the educational challenges faced by students with disabilities, they demonstrate their frustration by inappropriate behavior, thus creating discipline problems in the school as evidenced by the District's Outdoor Suspension Report from 2005.



## Measurable Objective

Given instruction on conflict resolution and anger management through counseling sessions, the Students with Disabilities will decrease their outdoor suspensions by 2% by comparing the 2004-2005 and 2005-2006 District Outdoor Suspension report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Social Skills Training on a biweekly schedule to SWD.	Guidance Counselor Program Specialist Trust Counselor	8/22/2005	5/24/2006
Provide Counseling Sessions on a weekly schedule to SWD.	Counselors Program Specialist	9/6/2005	5/24/2006
Provide Peer Mediation and Trust Counseling Sessions on a biweekly schedule to SWD.	Trust Counselor	8/22/2005	5/24/2006
Increase the number of SWD in attendance at after school and Saturday tutorial on a daily basis as evidenced by the attendance roster.	Assistant Principal Tutorial Facilitator	9/24/2005	5/12/2006
Provide positive incentives to SWD on a weekly basis to ensure that they reach their behavioral goal.	Teachers Principal Counselors Program Specialist	8/08/2005	5/24/2006
Increase the number of Parent-Student Monday Evening Workshops as evidenced by the attendance roster for SWD.	Trust Counselor	10/3/2005	5/01/2006

## Research-Based Programs

Bullying Conference

Character Education

Conflict Resolution Curriculum

Anger management Curriculum

Social Skills Curriculum

## **Professional Development**

Training for Trust Counselor  
Consultant, Marcia Tate, Developing Minds  
Training for guidance counselors  
Conflict prevention and peer mediation seminar

## **Evaluation**

The objective will be evaluated by comparing the 2004-2005 and 2005-2006 District Outdoor Suspension 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 7 STATEMENT:**

All students will augment their usage of the A+ Program in the computer labs.

### **Needs Assessment**

Arvida Middle School's enrollment is approximately 1798 students.

The computer labs currently have 82 computers. Of the 82, 35 are functioning at great capacity. There is a need in the computer labs to update and purchase new computers. These new computers will be equipped with the A+ Program. Students will use these computers to enhance their knowledge for preparation of the 2006 administration of the FCAT.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the A+ Program as evidenced by a 2% increase of classes using the computer labs comparing the 2004-2005 and the 2005-2006 sign in log sheet.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the use of the A+ Program which will afford the students the opportunity to enrich all their curricular objectives as evidenced by the computer log sign-in sheet.	Technology Coordinator Classroom Teachers	8/08/2005	5/24/2006
Utilize fully-equipped Computer Labs for integration of technology into the curriculum.	Technology Coordinator	8/08/2005	5/24/2006
Increase and replace computers in the Computer Labs as evidenced by the computer log sign-in sheet.	Assistant Principal Technology Coordinator	11/1/2005	11/30/2005
Infuse appropriate technology based tools in the Computer Lab.	Technology Coordinator Teachers	8/08/2005	5/24/2006
Increase participation of the after school and Saturday school tutorial sessions for all Level 1 and Level 2 students using the A+ program as evidenced by tutoring rosters.	Teachers Tutoring Facilitator	9/24/2005	5/12/2006

## Research-Based Programs

A+ program  
Riverdeep  
Read 180  
FCAT Explorer

## Professional Development

In-house inservice training  
Consultant, Marcia Tate, Developing Minds

## **Evaluation**

The objective will be evaluated by comparing the 2004-2005 and 2005-2006 computer lab log sign-in sheet.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 8 STATEMENT:**

The students currently enrolled in physical education classes will be physically fit and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

### **Needs Assessment**

Based on the 2004-2005 FITNESSGRAM post test, students enrolled in physical education classes need to improve their timed mile run.

## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students enrolled in physical education classes will improve their running skills as evidenced by 50% of the students meeting high standards in running the one mile test on the 2005-2006 administration of the FITNESSGRAM Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide FIT KIDS, After School Program on campus.	Principal After School Coordinator	8/08/2005	5/24/2006
Incorporate daily stretching exercises as evidenced by teacher lesson plans.	Physical Education Teacher	8/22/2005	5/24/2006
Participate in daily cardiovascular exercises as evidenced by teacher lesson plans.	Physical Education Teacher	8/22/2005	5/24/2006
Incorporate weekly increase of running distances to increase cardiovascular endurance as evidenced by teacher lesson plans.	Physical Education Teacher	8/22/2005	5/24/2006
Incorporate weekly timed lap to increase aerobic endurance as evidenced by teacher lesson plans.	Physical Education Teacher	8/22/2005	5/24/2006
Increase daily participation in sports activities in physical education classes as evidenced by teacher gradebook.	Physical Education Teacher	8/22/2005	5/24/2006
Increase participation in seasonal after school athletic programs as compared to 2004-2005 sports events.	Physical Education Teacher	8/22/2005	5/24/2006

### Research-Based Programs

Sunshine State Standards  
National Physical Education Standards  
Competency Based Curriculum  
Fitnessgram

## **Professional Development**

Consultant, Marcia Tate, Developing Minds  
Teacher Workshops

## **Evaluation**

Based on the 2005-2006 FITNESSGRAM post test, students enrolled in physical education classes will improve their timed mile run.



## 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.)

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 9 STATEMENT:**

Physical education (elective teachers) teachers will begin their certification progress in reading.

**Needs Assessment**

Based on the state mandate on intensive reading and reading plus requirement for Level 1 and Level 2 students, the need for more reading teachers is at hand. Physical education teachers (elective teachers) will attend reading classes to obtain reading endorsement.

## Measurable Objective

Given the state mandate on reading, the 2005-2006 physical education teachers (elective teachers) will begin classes to obtain endorsement in reading as evidenced by university transcripts and TEC credits/classes by May 30, 2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Investigate with Universities an implementation of a reading boot camp for teachers on the Arvida campus.	Principal	12/01/2005	5/24/2006
Disburse information on reading classes to elective teachers on a quarterly basis and meet with the elective teachers to discuss their progress in their reading endorsement classes.	Assistant Principal TEC Representative	9/06/2005	5/24/2006
Provide opportunity for elective teachers to observe reading classes once each semester.	Reading Chairperson	10/3/2005	5/24/2006
Provide teacher collaboration once a month in developing curriculum mapping to infuse reading benchmarks throughout the elective teacher classes.	Reading Chairperson Assistant Principal	9/13/2005	5/24/2006
Provide elective teachers on an as need basis with tools (Audio Aids, classroom libraries) to enhance reading in classes.	Reading Chairperson	10/3/2005	5/24/2006
Provide opportunities for elective teachers to incorporate research based computer programs to enhance their students reading skills on a quarterly basis.	Technology Coordinator	10/03/2005	5/24/2006

### Research-Based Programs

Books on Tape  
Read 180  
FCAT Explorer  
A+ Program

## **Professional Development**

University Classes

TEC classes

Consultant, Marcia Tate, Developing Minds

Department Level Meetings

Best Practices

## **Evaluation**

The objective will be evaluated as evidenced by university transcripts and/or TEC master plan points by May 30, 2006.

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

**GOAL 10 STATEMENT:**

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

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, Arvida Middle School ranked in the 89th percentile on the State of Florida ROI index. Arvida will increase to at least 90% on the next publication of the ROI index.

## Measurable Objective

Arvida Middle School will improve its ranking on the State of Florida ROI index publication from 89 percentile in 2003 to the 90 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.	Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/08/2005	5/24/2006
Seek federal, state and /or private grants.	Principal Assistant Principal Teachers	8/08/2005	5/24/2006

## Research-Based Programs

not applicable

## Professional Development

Meetings for the Principal on the above mentioned programs.

## Evaluation

On the next State of Florida ROI index publication, Arvida Middle School will show progress toward reaching the 90 percentile.

## *EESAC Compliance*

---

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

### ***Budget:***

The EESAC recommends that at this time \$5,799 will be placed towards hiring Marcia Tate, Consultant of Developing Minds and \$15,000 will be allocated to Technology.

### ***Training:***

The EESAC recommends at this time that all teachers attend on Saturday, August 6, 2005, an inservice given by Marcia Tate, Consultant of Developing Minds. The EESAC also recommends teacher training on the READ 180 program and the A+ program.

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

The EESAC recommends the following materials: Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain!  
the Read 180 Program, and the A+ Program.

### ***Technology:***

As specified above, the EESAC recommends that \$15,000 should be allotted towards technology.

### ***Staffing:***

None at this time.

### ***Student Support Services:***

The EESAC recommends that students continue to participate and provide feedback on their wants and needs at the EESAC meetings.

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

None at this time.

***Benchmarking:***

The EESAC recommends that the Principal of Arvida offer feedback on the progress of the School Improvement Plan to the EESAC at each meeting held on the third Thursday of the month.

***School Safety & Discipline:***

The EESAC recommends that many of the Arvida parents should participate with our "Parent Patrol" committee.

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*