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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6061 - Campbell Drive Middle School

*FeederPattern:* Homestead Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Alicia Hidalgo

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Campbell Drive Middle School*

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Campbell Drive Middle School, although located in a rural setting, has many inner-city school characteristics. Student enrollment during the 2005-2006 school year is 1180. Student demographics for 2005-2006 are as follows: approximately 48 percent Hispanic; 43 percent Black; six percent White; and three percent Other. Approximately 92 percent of students are on free or reduced lunch. After reviewing such data as the School Demographic and Academic Profile, the Florida Comprehensive Assessment Test, and the Florida School Report, the faculty, in conjunction with the site's Educational Excellence School Advisory Council (EESAC) has identified the main objectives of schoolwide priorities for the 2005-2006 school year. These objectives address student achievement in reading, writing, mathematics, science and advanced academics.

Given instruction using the Sunshine State Standards, Competency-Based Curriculum and a schoolwide emphasis on reading skills development, students in grades six through eight will improve their reading comprehension skills, as evidenced by a minimum of 44 percent of the students meeting high levels of performance (Level 3 or higher) as demonstrated on the 2006 FCAT.

Given instruction using the Sunshine State Standards, Competency-Based Curriculum and a schoolwide emphasis on writing skills development, students in grade eight will improve their writing skills, as evidenced by a minimum of 75 percent reaching the state required mastery level of 3.5 as demonstrated on the 2006 FCAT.

Given instruction using the Sunshine State Standards, Competency-Based Curriculum and a schoolwide emphasis on mathematics, students in grades six through eight will improve their mathematics skills, as evidenced by a minimum of 50 percent of the students meeting high levels of performance (Level 3 or higher) as demonstrated on the 2006 FCAT.

Given instruction using the Sunshine State Standards, Competency-Based Curriculum and a schoolwide emphasis on science skills development, students in grade eight will improve their science comprehension skills, as evidenced by a minimum of a 20 percent increase in the mean score obtained on the 2006 FCAT.

Given instruction using the Sunshine State Standards and Competency-Based Curriculum, the number of students enrolled in advanced academics classes will increase by 25 percent, as evidenced by a comparison of enrollment data taken from the advanced academics program in the 2004-2005 and 2005-2006 school years.

Campbell Drive Middle School is committed to attaining these improvement objectives and will utilize all available resources to raise the level of student achievement and to increase enrollment in advanced academic classes.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills 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 in grades six through eight will improve their reading skills 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 in grades six through eight will improve their reading skills 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, Limited English Proficiency students in grades six through eight will improve their reading skills 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 in grades six through eight will improve their reading skills 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 in grades six through eight will improve their reading skills 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 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, Students with Disabilities 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 Proficiency 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, 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, based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 76 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Plus Test.

Given the data from the administration of the 2005 FCAT Science examination, students in eighth will raise the school's Mean Scale Score to meet or exceed the District's Mean Scale Score as evidenced on the 2006 FCAT Science Test

Given a schoolwide focus on parental involvement, communication between home and school will improve as evidenced by an increase in the number of teachers, parents, students who participate in school sponsored activities during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis in a safe and orderly environment, student's behavior will improve at CDMS by a 10 percent decrease on the number of students having indoor/outdoor suspensions as measured by the CMF referrals during the 2005-2006 school as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will augment their understanding, knowledge and usage of educational software by a 10 percent increase in the 2005-2006 school year as compared to the 2004-2005 school year.

Given standards for physical fitness students will increase their performance on the FITNESSGRAM assessment by demonstrating a three percentage increase in the number of students achieving the Silver or Gold category as compared to 2004-2005 school year.

The number of students enrolled in the arts (to include music, dance, drama, speech and debate and art) will increase by ten percent as evidenced by the official number of students enrolled in elective classes during the 2005-2006 school year.

CDMS will improve its ranking on the State of Florida ROI Index publication from its percentile in 2003 and the percentile on the next publication.

Two areas selected from the results of the Organizational Performance Improvement Snapshot Survey are Human Resource Focus and Process Management. These two categories ranked the lowest on the self-assessment.

The school site has experienced frequent turnover at the administrative level, having had eight Principals and several Assistant Principals in a ten-year time frame. This fact may have negatively impacted staff morale, as evidenced by staff response on the survey. For example, the item, "I am recognized for my work," received a 3.4 score on a scale of 1 to 5. And the item, "My supervisor and my organization care about me," received a 3.5 on a scale of 1 to 5. To address this concern, the site will recognize faculty and staff contributions on a regular basis through announcements over the public address system, faculty meetings, department meetings and team meetings. The school's social committee and the PTSA also play a role in staff recognition by sponsoring various activities such as luncheons and Teacher Appreciation days.

The Process Management category also presents challenges. The item, "I can get all the resources I need to do my job," received a 3.4 score on a scale of 1 to 5. Reductions in the school budget have impacted the availability of supplies and the degree to which instructional and non-instructional programs and/or procedures can be enhanced. To address this concern, the site will reach out to community business members via the Miami-Dade Partners Program for resources. Staff will be encouraged to petition the EESAC for funds to attend fee-based training, conferences and workshops in areas of interest to staff and in alignment with school goals.

## **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.

## **Campbell Drive Middle School**

### **VISION**

The faculty and staff at Campbell Drive Middle School are committed to developing each student's academic, social, physical, and emotional potential in a wholesome, supportive learning environment. Consequently, program initiatives have been carefully selected to address the needs of the diverse population. The ultimate goal is to create lifelong learners who can contribute to a multicultural and changing world. The objectives stated herein are designed for all students, including Limited English Proficiency and Students with Disabilities.

### **MISSION**

Campbell Drive Middle School, in an effort to create lifelong learners and contributors to a multicultural and changing world, endeavors to equitably develop each student's academic, social and emotional potential in a wholesome, supportive and enriching learning environment.

### **CORE VALUES**

Campbell Drive Middle School holds the following beliefs as the motivation for all endeavors undertaken by the school: The staff is dedicated to making a meaningful difference in the lives of students; consequently, the quality of learning experiences, the cultivation of peer relationships and communication with parents and the community are of paramount concern. The staff believes it has responsibility to the students, community and society to be an institution of learning that fosters success, personal growth and achievement for all.

## *School Demographics*

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Campbell Drive Middle School (CDMS) is located at 900 NE 23 Ave in the Homestead, Florida City community. CDMS welcomed its first student in 1976 and since then has served the community in its educational needs and goals. The Homestead, Florida City community is composed of mostly low socioeconomic families. It is a rural community with many migrant workers living in federally funded housing. Many of the families also live in low rent housing complexes composed of the Section 8 Program. Approximately 92 percent of the student population is on free or reduced lunch; therefore, CDMS is a Title I school. Because of the relatively low income bracket/low academic education of the area's population, the students are in need of support to secure basic resources. There are many new housing developments in the community with a projected influx of people expected in the near future that will serve to revitalize the area. The new properties are selling at an average of \$150,000 to \$300,000+. This population growth will have an effect on the school since student enrollment is expected to increase.

Campbell Drive Middle School has 126 full-time employees and 29 part-time employees. The staff is composed of four administrators –one principal, three assistant principals and one administrative assistant, 52 classroom teachers, 21 Exceptional Student Education (ESE) teachers, an ESE Program Specialist, an Exceptional Education Behavior Management Teacher, two Reading Coaches, one Media Specialist, three Technology Specialists, six student counselors, nine paraprofessionals, five clerical staff, seven security monitors and ten custodial workers. The instructional staff is comprised of 17.10 percent beginning teachers for a total of 25.0 percent new teachers joining the faculty for the 2005-2006 school year. 38 percent of the teachers have a master's degree, three percent have specialist degrees, and one percent has a doctoral degree.

CDMS has a student enrollment of approximately 1180 for the 2005-2006 school year; 262 sixth graders; 430 seventh graders; 488 eighth graders. The student population is 6 percent White Non-Hispanic; 43.5 percent Black Non-Hispanic; 48.7 percent Hispanic; 1.4 percent Other. The Special Education Program has a total student population of 325 or 27.5 percent, and the ESOL Program has a total student population of 105 or 8.9 percent. Student attendance is 91.5 percent. CDMS is part of the Homestead Senior High feeder pattern. CDMS enrolls students from approximately seven elementary schools.

# *School Foundation*

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## ***Leadership:***

Leadership at Campbell Drive Middle School includes the school principal, three assistant principals and one administrative assistant. The school administration is committed to developing each student's academic, social, physical and emotional potential in a wholesome, supportive learning environment. Therefore, a leadership team has been put in place composed of all department chairs and key school personnel in order to fulfill this goal. Program initiatives have been carefully selected to address the needs of the diverse population. The ultimate goal is to create lifelong learners who can contribute to a multicultural and changing world. The administration believes that as educational leaders, visibility is key. In order to foster a positive working environment, Campbell Drive Middle School emphasizes the Team/Middle School Concept, encourages participation of all staff members in EESAC and supports involvement in the site's social committee. Based on the Organization Performance Improvement Snapshot Survey the average Mean Scale Score was 3.6 with the highest score being a 4.3 in Leadership and the lowest score being a 2.9 in Business Results. This indicates that faculty and staff are satisfied with the school leadership. According to the survey, school administration will work towards improving teacher knowledge of school funding.

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

The faculty and staff at Campbell Drive Middle School have a variety of professional development programs that are provided by the District and by the School Improvement Zone. All faculty must complete a total of 56 hours of professional development each school year. In-house workshops and a weekly Professional Development Period are conducted by the different departments to provide information and/or strategies to be used by all instructional personnel to enhance the delivery of their subject area. Furthermore, the opportunity exists for personnel to petition the EESAC for funds to attend fee-based training, conferences and workshops in areas of interest to staff and in alignment with school goals. Language Arts/Reading teachers are required to have a reading endorsement by June 30, 2006 in order to be considered highly qualified to teach reading.

## ***Stakeholder Engagement:***

Campbell Drive Middle School endeavors to build a strong relationship with the community in several ways. In addition to hosting an Open House night, orientation meetings, PTSA/Title I, and EESAC meetings, this site offers its facilities to other community groups, such as neighboring schools, area administrative meetings, and an area Migrant Program. Community business members are encouraged to assist the school by participating in the Miami-Dade Partners Program, team activities and serving on the EESAC committee. PTSA/Title I meetings are used as a forum to provide information and/or needed services and workshops to parents and families. Parents/Guardians and community members are invited to join classes on Saturdays that will help them to learn English as a second language .

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

Teacher mentoring at CDMS is established through the PACES program. Two PACES-trained mentors are assigned to each new teacher and are available for modeling lessons, advice and feedback on the new instructor's strategies and methods.

Additionally, all teachers are provided with a "Survival Guide for New Teachers" handbook which includes



information about classroom management, parental contacts, curriculum, methods and strategies, school management, adolescent psychology and dealing with stress.

Finally, new teachers are afforded mentoring from their Department Chairs and department members with regard to curriculum and methods. Team Leaders and teammates offer additional support with regard to classroom management, special projects and extracurricular activities.

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

Faculty and staff at Campbell Drive Middle School, as required by the School Improvement Zone Initiative, must fulfill 56 hours of professional development each school year. A Professional Development Committee has been put in place in order to facilitate workshops and in-services to all faculty. In addition, this committee supports all faculty to ensure that they are in compliance with the Zone Initiaves. Administration receives frequent updates from the committee regarding workshops and in-services provided by TEC and other institutions. Furthermore, faculty members are required to attend Open House Night as well as monthly departmental Award Nights. Faculty meetings are held bi-monthly and department meetings are held on a weekly basis. Administration meets with the Leadership Team on a weekly basis and information is disseminated to the rest of the staff and faculty.

### ***Education Design:***

Campbell Drive Middle School will incorporate the 8-Step C.I.M. for School Reform. The model involves an eight-step process that is a systematic approach for making improvements in services.

After analyzing our school data, all students performing at a Level 1 or 2 on the FCAT Reading Test will be provided intensive reading instruction including fluency, comprehension, vocabulary, phonemic awareness and phonics.

Students scoring Level 3 or above on the FCAT Reading Test will receive instruction to build fluency, comprehension, test-taking strategies, higher order questioning, extensive reference and research and writing lessons.

Instructional focus activities which highlighted specific benchmarks in reading and mathematics were developed into a calendar which was distributed to all instructional staff at the beginning of the school year. This practice allows students and teachers to be of one accord, constantly reinforcing the benchmarks and providing direct instruction.

Emphasis on targeted skills will be implemented schoolwide on a weekly basis. Quarterly assessments will provide data for analysis of best practices and teaching methods.

Campbell Drive Middle School will participate in Action Research, a process by which the school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

Campbell Drive Middle School has implemented the Positive Behavior Support program that promotes the improvement of student behavior across the entire school setting. It provides administrators, teachers, and students with the tools they will need to achieve a more peaceful and productive school environment. It will also provide a

better understanding of specific problems that arise on the school campus.

***Performance Results:***

The 2006 FCAT administration will be used as the final data for evaluation.

# ***Additional Requirements***

Only for schools under state sanction

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

Teacher mentoring at CDMS is established through the Professional Assessment and Comprehensive Evaluation System (PACES) program. PACES trained mentors are assigned to each new teacher and make themselves available for modeling, advice and feedback on the new instructor's strategies and methods.

Additionally, all teachers are provided with a "Survival Guide for New Teachers" handbook which includes information about classroom management, parental contacts, curriculum, methods and strategies, school management, adolescent psychology and dealing with stress.

Finally, new teachers are afforded mentoring from their Department Chairs and department members with regard to curriculum and methods. Team Leaders and teammates offer additional support with regard to classroom management, special projects and extracurricular activities.

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

Alicia Hidalgo

Bachelor of Arts in Sociology

Masters in Education, Guidance and Counseling

Educational Specialist, Guidance and Counseling

Certification in Educational Leadership

16 Years total experience with M-DCPS

Seven years as a School Guidance Counselor at the Secondary Level: Miami Beach Senior High and John F. Kennedy Middle

Nine years as an Assistant Principal at the Secondary Level: Jose Marti Middle, Hammocks Middle, South Dade Senior

Newly appointed principal (9/14/05) at Campbell Drive Middle.

Assistant Principal for Curriculum (APC) at HMS from February 1998 to August 2004. As APC I was directly responsible for overseeing all initiatives to increase student achievement. During this time, HMS was rated as an "A" school four times.

Assistant Principal at SDHS from August 2004 to September 2005. In 2004 SDHS received a "D" rating, with 285 total points. After implementing various initiatives to increase student achievement, including an intensive "pull-out" tutoring program, our total points increased to 308. This increase brought the school to five points away from a "C" in 2005.

Ms. Chantal Harris, Assistant Principal

Ms. Harris has been with the Miami-Dade County Public Schools since 1989. During her tenure, she has held a variety of positions that enable her to further her career as an educator. She taught the Academic and Vocational English (AVE) program at Robert Morgan Vocational Institute. Ms. Harris demonstrated excellent professional skills in the way she conducted herself and her classes. Always eager to improve her background, she attended professional workshops to sharpen her skills for her Vocational English Speakers Other Language responsibilities. With her strong background in the business world, she was an excellent choice for this program.

Ms. Harris' eagerness to pursue her goals led her to seek certification in Language Arts. She taught 9th graders at South Dade Senior High. She was well liked by her students. During that period, she was entrusted to be the chairperson of Black History

Month. Additionally, she sponsored a female mentor program. She was actively involved with the Educational Excellence School Advisory Council (EESAC) and PTSA at South Dade Senior High School. The opportunity to explore school administration became very appealing when a position as an Administrative Assistant was opened. She worked closely with the Assistant Principals and assumed leadership responsibilities. She oversaw the attendance of the school and improved the overall school attendance to the top ten in the district.

Ms. Harris received a Bachelor's Degree in Liberal Studies, an M.S. in Human Resources Management and Development from Barry University in Miami, and a Specialist Degree in Educational Leadership From Nova Southeastern University in Ft. Lauderdale. Ms. Harris became a temporary Assistant Principal at Homestead Senior High School in 2003 and was transferred to Campbell Drive Middle School as an Assistant Principal. She currently oversees the Literacy Department and 6th grade discipline.

Mrs. LaRhonda Moss-Donaldson

LaRhonda Donaldson holds a BS in Criminal Justice, an MS in Educational Leadership and is currently pursuing a Doctoral Degree in Child and Youth Studies with a specialist in Curriculum Development. Mrs. Donaldson served as a teacher for seven years and a Reading Tutor for one year prior to being promoted to Assistant Principal at Campbell Drive Middle School in August 2005.

While employed as a teacher, all of Mrs. Donaldson's experience has been with helping students achieve at schools identified as low performing and or inner city.

Mrs. Donaldson has proven to be a team player and a leader by her peers. She has conducted staff developments on data analysis, reading strategies, and implemented various researched based programs to raise the academic achievement level of low performing students.

Mrs. Selene E. Gomez acquired her Bachelor of Science degree with Distinction in Specific Learning Disabilities and a Master of Science degree with honors in Educational Leadership. Mrs. Gomez was an Exceptional Student Education Teacher for seven years and an Exceptional Student Program Specialist for three years. In August 2005, she was promoted to an Assistant Principal position at Campbell Drive Middle School.

As an Exceptional Student Education teacher, Mrs. Gomez was a Team Leader and Swim Team Coach. She was the recipient of the 2000 Francisco J. Walker Teacher of the Year Award. During her service as a Program Specialist she provided support to the varying exceptionalities and autistic students as well as to parents in the school. In addition, she was the school support team coordinator. She organized and conducted meetings with parents, students, teachers, counselors, outside agencies and psychologists in order to create strategies for students with academic and/or behavioral difficulties prior to referral for psychological testing.

### **• Teacher Mentoring:**

Teacher mentoring at Campbell Drive Middle School is established through the PACES program. PACES trained mentors are assigned to each new teacher and make themselves available for modeling, advice and feedback on the new instructor's strategies and methods.

Additionally, all teachers are provided with a "Survival Guide for New Teachers" handbook which includes information about classroom management, parental contacts, curriculum, methods and strategies, school management, adolescent psychology and dealing with stress.

Finally, new teachers are afforded mentoring from their Department Chairs and department members with regard to curriculum and methods. Team leaders and teammates offer additional support with regard to classroom management, special projects and extracurricular activities.

### **• School Advisory Council:**

The advisory council at CDMS or the Educational Excellence School Advisory Council (EESAC) is a representative body that

includes stakeholders from all areas. The group is made up of teachers, paraprofessionals, an administrator, parents, students and community members. The membership is chosen by their respective sub groups, and the membership demographics reflect the demographics of the school and community.

The EESAC meets monthly to address an agenda created with the input of all stakeholders who are notified of the meeting.

The EESAC and its sub-committees make recommendations to the administration on all aspects of school operations ranging from curriculum to the physical plant and school safety. Active sub-committees include technology, discipline, curriculum, special projects, school maintenance and safety.

The EESAC has used its allocated funds to support classroom projects and to purchase student incentives.

The EESAC is also the leading body in making recommendations for the School Improvement Plan (SIP). The following information will explain how the EESAC has assisted in the preparation of the SIP relative to the following issues:

The EESAC recommended teachers be apprised of software available in the building and that efforts be made to integrate its use through in-services and class demonstrations.

The EESAC's technology committee will organize TEC in-house workshops on technology use in the classroom. They also recommend the continued encouragement of teachers to pursue available grants for the purchase of additional technology.

The EESAC recommended specific staffing decisions, such as utilizations of part-time personnel and hourly employees.

The EESAC recommends the enrichment of students through teaming, student clubs and extracurricular activities which enhance school spirit and provide a positive school environment.

### **• Extended Learning Opportunities**

Students who are identified as Level 1 are targeted for tutoring. Campbell Drive Middle School offers the All-Stars Enrichment Program where students receive help with their homework and tutoring in Language Arts/Reading and Mathematics through a technology-based program called Classworks. Campbell Drive Middle School also offers a Saturday School Tutoring Program where students are helped in Language Arts/Reading and Mathematics in a small group setting using Miami-Dade Schools approved programs such as Riverdeep and FCAT Explorer. All students are identified, assessed and placed in these programs according to their individual needs.

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

Campbell Drive Middle School (CDMS) is committed to the educational excellence of its students via the utilization of innovative, proven, pedagogical skills that reinforce the learning of core academic areas across the curriculum. With the integration of a sustained silent reading time block within the school day, a tutoring program that reinforces the reading and mathematics Sunshine State Standards, and a specially appointed Leadership Team to guide reading activities, CDMS has already taken steps to improve student achievement in reading and mathematics. In order to further academic instruction, Campbell Drive Middle School will implement the Eight-Step Process of the Continuous Improvement Model comprised of the following—1. Test Score Disaggregation; 2. Time Line Development; 3. Instructional Focus; 4. Assessment; 5. Tutorials; 6. Enrichment; 7. Maintenance; and 8. Monitoring—into a Comprehensive School Reform (CSR) plan—Project “STARS (Students and Teachers Achieving Real Success).” The Continuous Improvement Model (CIM), a research-based school improvement model, has a professional development infrastructure that will assist CDMS in addressing these components. This infrastructure, based on a

partnership between Florida DOE, Miami-Dade County Public Schools, and University of Miami consists of seven elements essential to the success of the model: Continuous Improvement Model Training to insure data-driven curriculum, Professional Development Schools with demonstration classrooms, DELTA (Developing Educational Leaders for Tomorrow's Achievers), Professional Partner Cadre of retired school administrators, Teacher Lifeline resources, START (Sustaining Teachers Through Assistance, Resources and Technology), and the Coaching Academy (assistance in the development of instructional support teams).

Campbell Drive Middle School was selected to be a part of Dade County's School Improvement Zone (SIZ) in July 2004. The SIZ philosophy is based on the Eight-Step Process of school improvement and on the seven elements of the Professional Development Partnership Model, which promote high achievement, while eliminating low student performance. Schools in the Zone focus on literacy through the utilization of research-based instructional materials. To advance teaching and learning, innovative and appropriate instructional strategies are also employed. In addition, the SIZ uses an extended school day and extended school year to provide students with more instructional time. Complementing the extended day instruction is a rigorous agenda of professional development provided by Miami-Dade County Public Schools.

During the first four months of the Comprehensive School Reform (CSR) grant, CDMS implemented a centralized system of planning and review based on the first two steps of the Eight Step Process: Test Score Disaggregation and Time Line Development. The 2003/2004 National Study for School Evaluation Report conducted by the Southern Association of Colleges and Schools (SACS) Committee reports many teachers feel that they should be consulted more often when school-wide changes are being implemented. Project "STARS" with the assistance of the SIZ will focus on improving CDMS' planning and review process. CDMS' leadership team began the process by using student test scores to identify instructional groups and sub-groups. Teachers then disaggregated the data to identify weak content areas for remediation to be taught according to the established timeline.

In order to close the achievement gap between high and low achieving students, CDMS will implement the curricular methods of the Continuous Improvement Model based on the instructional needs of the students during year two of the CSR grant. Cumulative research from Education and Treatment of Children (1988), Sustainable School Reform: The District Context for School Improvement (1992), School Effectiveness: Eight Variables that Make a Difference (1995), and Making After-school Count: Communities & Schools Working Together (1999), shows that curriculum that focuses on four steps--instruction, assessment, tutorials, and enrichment--can create high levels of curricular mastery among students, regardless of the subgroups to which they belong. The Continuous Improvement Model guides the alignment of curriculum to these four components. Project "STARS" will ensure that students improve their literacy levels and mathematic skills through a more structured, aligned curriculum.

The final two steps of the Eight Step Process provide school-wide academic maintenance, professional development and monitoring on an ongoing basis. Unlike traditional maintenance methods where teachers provide their own materials to review with little accountability, the Eight Step Process of the Continuous Improvement Model is designed to ensure that the district holds teachers accountable for implementing research-based activities in their classrooms (Davenport and Anderson, 2002). The faculty and staff at CDMS prize teacher training programs that augment our classroom strategies and recognize the importance of professional development to our students' educational success. The National Commission on Teaching and America's Future (NCTAF) states that "teacher expertise has been found to be the most significant determinant of student success" (Darling-Hammond, 1996). A more recent NCTAF study shows that "Teacher quality proved to affect student learning more than social disadvantages such as socio-economic level." Approximately 90 percent of the instructional staff at CDMS has been trained with Project CRISS (Creating Independence through Student-owned Strategies), a research-based instructional style developed by Iowa educators in conjunction with the National Diffusion Network and the Department of Education that focuses on enhancing students' reading skills. It is CDMS' intent to utilize the Continuous Improvement Model for school reform to provide further opportunities for professional development and subsequent faculty collaboration.

To propel CDMS' students into a technological society, the school offers a curriculum enhanced by computer-based support (software, internet access, and various on-line services). However, CDMS has not consistently experienced improvement in student achievement in mathematics and reading through use of these technological advances. The CIM's focus on data and differentiated instruction will allow for the most effective use of technology. Research indicates that technology, when used as an

enhancement tool, will “facilitate communication and collaboration with the world outside the classroom” (Solomon, 2003). CDMS has acquired several grants for technological development in the past, and with project “STARS” a plan-of-action to further promote technical advances throughout the school is being devised. The CIM for school reform works well with schools that have an established technical program but still experience low student achievement.

Data from CIM schools with high rates of poverty and diverse student populations, similar to those at CDMS, demonstrates student gains in key academic areas as measured by national and state standardized tests. A 2001 study of the Brazosport Independent School District in Texas (with 62.9 percent of free and reduced lunch students, 51.3 percent Hispanic students, 10.4 percent Black students, and 20.2 percent mobility) shows a 35 percentage point increase in the state’s reading test Texas Assessment of Academic Skills (TAAS) passing rate for all schools in the district within a nine-year span of time, with a 10 percentage point increase within the second year of the CIM implementation regardless of the economic or racial background of the students. Furthermore, data from three different schools with similar demographics to CDMS: Fontana High School in Fontana, California, Center High School in Sacramento, California, and Rio Rancho High School in Rio Rancho, New Mexico demonstrated an increase in overall test scores during the first years of their CIM implementation.

Brazosport Independent School District exhibited improvement in all of the subject areas tested by the TAAS (reading 20 percent, mathematics ten percent, and writing 20 percent) during the first three years of CIM reform (Davenport and Anderson, 2002). More than 90 percent of all student groups in each of the district’s 18 schools, White, Hispanic, Black, rich, and poor, passed the Texas Assessment of Academic Skills (TAAS). In 2000-2001, Fontana High School demonstrated an Academic Performance Index Growth of 28; Center High School demonstrated an Academic Performance Index Growth of 50, and the Fontana Unified School District high schools demonstrated an Academic Performance Index Growth of 36.

In early 2001, the Florida Department of Education awarded a Goals 2000 Local Education Reform Grant to the School Board of Broward County. The purpose of the project was to pilot the research-based Eight Step Instructional Process in three Broward County Schools in the 2001-2002 school year. The schools—Boyd Anderson High School, Lauderhill Middle School, and Oriole Elementary School—are located in the Boyd Anderson Innovation Zone and represent a feeder pattern. These schools were selected to participate in the pilot because they had both a high number of students from low-income families and a trend of low academic achievement. Data from school districts in Southern Florida found that in 1999-2001 CIM schools posted higher gains than the Florida state average on the FCAT.

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

**GOAL 1 STATEMENT:**

Increase the writing performance of all No Child Left Behind populations.

**Needs Assessment**

According to the results of the 2005 FCAT Reading test 75 percent of student in grades six through eight did not meet State standards. This indicates a need for increasing the percent of students meeting high standards on the 2006 FCAT 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 checked="" 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 checked="" 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 improve their reading skills 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 in grades six through eight will improve their reading skills 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 in grades six through eight will improve their reading skills 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, Limited English Proficiency students in grades six through eight will improve their reading skills 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 in grades six through eight will improve their reading skills 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 in grades six through eight will improve their reading skills 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
Utilize common planning time for collaboration and to analyze data from assessments in order to target students who are FCAT Level 1 and 2	Administrators, Dept. Chair, Literacy Teachers	8/1/2005	5/26/2006
Form pull-out groups for Reading Plus instruction which will focus on FCAT Level 1 students in order to improve student achievement	Administrators, Reading Coach, Dept. Chair	8/1/2005	5/26/2006
Implement the Comprehensive Reading Program and monitor our core reading program as aligned with the District Scope and Sequence	Administrators, Reading Coach, Literacy Teachers	8/1/2005	5/26/2006
Implement Criss strategies training in-house in order to target FCAT Level 1 and 2 and the lowest	Administrators, Reading Coach	8/1/2005	5/26/2006

25 percent.			
Use homeroom period to apply reading strategies to a schoolwide novel in order to focus on FCAT Level 1 and 2 as well as lowest 25 percent. During this period teachers will receive lesson plans and activities together with bi-weekly benchmarks which will be the focus. Students will be assessed bi-weekly on benchmarks in order to determine achievement or to re-teach	Administrators, Reading Coach, Dept. Chair, Homeroom Teachers	8/1/2005	5/26/2006
Provide reading inservice sessions across the curriculum to enhance instruction for all FCAT Level 1 and 2 as well as the lowest 25 percent. TEC inservices as well as school inservices will be used to improve student achievement.	Administrators, Reading Coach, Dept. Chair	8/1/2005	5/26/2006
Use Academic Improvement Period and extended school year to reinforce reading strategies. Teachers will target FCAT Level 1 and 2 students as well as the lowest 25 percent. This period is based on a monthly theme with lesson plans and activities along with the S.S.S. and CBCs in order to improve student achievement.	Administrators, Reading Coach, Dept. Chair, Curriculum Specialist	8/1/2005	5/26/2006
Provide Saturday school tutorials for FCAT Level 1 and 2 as well as the lowest 25 percent. Students will use RiverDeep for Math tutorial and Classworks for Language Arts/Reading as well as district writing prompts in order to improve student achievement.	Administrators, Dept. Chair	8/1/2005	5/26/2006

### Research-Based Programs

Scholastic Read 180; Scholastic Read XL; McDougal-Littell Language of Literature; Riverdeep; Soar to Success; CRISS.

## **Professional Development**

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

CRISS Training for new teachers to improve the quality of their instruction as it relates to FCAT Level 1 and 2 as well as the lowest 25 percent.

Read 180 Workshop which will serve to train teachers to focus on FCAT Level 1 students and the lowest 25 percent.

Differentiated Instruction and Cooperative Learning Groups in order to improve student achievement for all FCAT Level 1 and 2 students as well as the lowest 25 percent.

Edusoft Training will enable teachers to interpret data in order to identify student needs.

ESOL Strategies will facilitate instruction for all Level 1 ESOL students. Teachers will be able to identify student needs and help them to succeed with English as a Second Language.

FCAT Holistic Scoring will help teachers in four aspects of scoring: FOCUS, ORGANIZATION, SUPPORT, CONVENTIONS. Teachers will be able to use this information to interpret data and increase student achievement.

Apple Technology Workshop: Teachers will receive an Apple laptop computer that they can use to do lesson plans and research websites that will provide the tools that they need to improve student achievement.

CIM training: Faculty will be trained in the implementation of the CIM program.

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

## **Evaluation**

Objectives will be evaluated by schoolwide and teacher assessments.

Objectives will be evaluated by the 2006 FCAT Reading scores.

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

**GOAL 2 STATEMENT:**

All students will demonstrate increased performance in mathematics and be able to function on or above grade level in mathematics.

**Needs Assessment**

According to the results of the 2005 FCAT Mathematics test 78 percent students in grades six through eight did not meet State standards. This indicates a need for increasing the percent of students meeting high standards.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of 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, Students with Disabilities 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 Proficiency 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, 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.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
CRISS strategies will be used by all Mathematics teachers in order to raise student achievement.	Administrators, Department Chair	8/1/2005	5/26/2006
Curriculum Mapping is being used in the Mathematics Department to target Level 1 and 2 students as well as the lowest 25 percent.	Administrators, Department Chair	8/1/2005	5/26/2006
Math hands-on-strategies will help students who need to learn kinestetically.	Administrators, Department Chair	8/1/2005	5/26/2006
RiverDeep will assist FCAT Level 1 and 2 students to make progress in math.	Administrators, Department Chair	8/1/2005	5/26/2006
Cognitive Tutor will help FCAT Level 1 and 2	Administrators, Department Chair	8/1/2005	5/26/2006

students to develop critical thinking skills.			
FCIM will help students to raise their FCAT scores.	Administrators, Department Chair	8/1/2005	5/26/2006
Secondary School Reform will help raise student achievement.	Administrators, Department Chair	8/1/2005	5/26/2006
Classroom, Inc. will be used by sixth grade math teachers in order to raise student achievement.	Administrators, Department Chair	8/1/2005	5/26/2006
Every three weeks school wide assessments will be given to measure student achievement.	Administrators, Department Chair	8/1/2005	5/26/2006
Use Academic Improvement Period and the extended school year to improve mathematics skills in FCAT Level 1 and 2 as well as the lowest 25 percent in order to raise student achievement.	Administrators, Department Chair	8/1/2005	5/26/2006
Provide intensive mathematics class for targeted students in FCAT Level 1 and 2 as well as the lowest 25 percent in order to raise student achievement..	Administrators, Department Chair	8/1/2005	5/26/2006
Provide Saturday school tutorials for targeted students in FCAT Level 1 and 2 as well as the lowest 25 percent in order to raise student achievement.	Administrators, Department Chair	8/1/2005	5/26/2006
Provide after-school tutorials for targeted students in FCAT Level 1 and 2 as well as the lowest 25 percent in order to raise student achievement.	Administration, Department Chair	8/1/2005	5/26/2006
Implement and monitor the Comprehensive Mathematics Plan which will focus on FCAT Level 1 and 2 as well as the lowest 25 percent in order to raise student achievement.	Administrators, Department Chair	8/1/2005	5/26/2006

### **Research-Based Programs**

The research-based instructional materials used by the Campbell Drive Middle School Mathematics Department are Glencoe and McGraw Hill.

## **Professional Development**

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

Curriculum Mapping in-service so that teachers may be able to collaborate on lesson plans and target FCAT Level 1 and 2 as well as the lowest 25 percent.

Math hands-on strategies will help students who are kinesthetic and who learn by discovering knowledge. This will help students who are FCAT Level 1 and 2 as well as the lowest 25 percent. Students only retain ten percent of what they hear in a lecture, with Math hands-on strategies their knowledge will increase.

Riverdeep will help FCAT Level 1 and the lowest 25 percent of students to make progress in math since it is technology driven and teachers can monitor student achievement.

Cognitive Tutor will help students in FCAT Level 1 and 2 to develop critical thinking skills.

FCAT Explorer will help FCAT Level 1 and the lowest 25 percent of students to make progress in math since it is technology driven and teachers can monitor student achievement.

CRISS training will be provided to all math teachers in order to provide instructors the tools that they require to raise student achievement.

Secondary School Reform (SSR) will help teachers at the secondary level meet State standards in mathematics.

Focus Continuous Improvement Model (FCIM) will help the faculty to achieve student success.

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

## **Evaluation**

The 2005-2006 FCAT administration will be the primary evaluation tool. Tri-weekly assessments will be given to determine student mastery on benchmarks.

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

**GOAL 3 STATEMENT:**

Increase the writing performance of all No Child Left Behind populations.

**Needs Assessment**

According to the results of the 2005 FCAT Writing Plus Test 75 percent of students in grade eight scored a 3.5 or above. This indicates a need for increasing the percent of students meeting high standards on the 2006 FCAT Writing Plus Test.

**NCLB SUBGROUP TARGET**

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



## Measurable Objective

Given instruction, based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 76 percent of the students achieving high standards on the 2006 administration of the FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Form pull-out groups for targeted students who scored below 4.0 on the Florida Writes! in order to improve student achievement	Administrators, Dept. Chair	8/1/2005	5/26/2006
Provide Saturday school tutorials for targeted students who scored below 4.0 by using district approved writing prompts.	Administrators, Dept. Chair	8/1/2005	5/26/2006
Provide after-school tutorials for targeted students who scored below 4.0 using district approved writing prompts. Teachers will be able to emphasize the four areas of writing as assessed by the Florida Writes! rubric.	Administrators, Dept. Chair	8/1/2005	5/26/2006
Provide inservice sessions across the curriculum to improve writing instruction. Teachers will receive training in scoring essays using the Florida Writes! rubric in order to identify students who are scoring below 4.0.	Administrators, Dept. Chair	8/1/2005	5/26/2006
Utilize common planning time for collaboration and to analyze data from assessments in order to target students who scored below 4.0 on the Florida Writes! or on district approved prompts.	Administrators, Dept. Chair, Literacy Teachers	8/1/2005	5/26/2006
Implement Criss strategies training in-house in order to target students who scored below 4.0 on district approved writing prompts.	Administrators, Dept. Chair	8/1/2005	5/26/2006
Curriculum mapping will be used by faculty in order to raise student achievement.	Administrators, Department Chair	8/1/2005	5/26/2006
Use Academic Improvement Period and the extended school year to improve writing skills for students who scored below 4.0 on district approved prompts.	Administrators, Dept. Chair	8/1/2005	5/26/2006
Implement and monitor the school wide Writing Plan in order to assess students who scored below 4.0.	Administrators, Dept. Chair	8/1/2005	5/26/2006

## **Research-Based Programs**

The research-based textbook series is McDougal-Littell Language of Literature and CRISS.

## **Professional Development**

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

Learning Express is a data analysis tool that will enable teachers to focus on students who do not meet the 4.0 score on the Florida Writes in order to improve student achievement in writing.

The Writing Institute will provide teachers with the tools that they require in order to assess student needs. Teachers will be able to focus on those students who do not meet state standards in writing.

FCAT Holistic Scoring will help teachers in four aspects of scoring: FOCUS, ORGANIZATION, SUPPORT, CONVENTIONS. Teachers will be able to use this information to interpret data and to increase student achievement.

Apple Technology: Teachers will receive an Apple laptop computer that they can use to do lesson plans and research websites that will provide the tools that they need to improve student achievement.

CRISS Strategies training for new teachers in order to improve the quality of their instruction as it relates to FCAT Level 1 and 2 as well as the lowest 25percent.

Focus Continuous Improvement Model: Teachers will be trained in the implementation.

In addition, teachers will be trained in Reciprocal Teaching and Best Practices.

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

## **Evaluation**

Eighth grade students will be evaluated using the 2006 FCAT Writing Plus Test.

Learning Express, a Zone Initiative Project, will assess eighth grade students three times during the school year and will also assess sixth and seventh grade students two times during the 2005-2006 school year.

In addition, all students will be tested during their Academic Improvement Period, a Zone Initiative, once a month in writing.

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

### ***GOAL 4 STATEMENT:***

All NCLB student population will improve their performance in science as evidenced from data on the 2006 administration of FCAT Science.

### ***Needs Assessment***

As reflected from data, students at CDMS did not perform to meet District's scale in science as evidenced from the 2005 administration of the FCAT Science examination.

## Measurable Objective

Given the data from the administration of the 2005 FCAT Science examination, students in eighth will raise the school's Mean Scale Score to meet or exceed the District's Mean Scale Score as evidenced on the 2006 FCAT Science Test

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor a Comprehensive Science Plan that will identify students who are not meeting state standards in science. Teachers will be able to use benchmarks in order to achieve student success in science.	Administrators, Dept. Chair	8/1/2005	5/26/2006
Use the Competency-Based Curriculum and the Sunshine State Standards as a curriculum framework in order to help students who are not meeting standards in the science clusters.	Administrators, Dept. Chair	8/1/2005	5/26/2006
Utilize technology as a means of broadening the curriculum in order to identify students who are not meeting state standards.	Administrators, Dept. Chair	8/1/2005	5/26/2006
Create lessons and opportunities that integrate science, mathematics and community service. Teachers will be able to focus on students who do not meet state standards in science.	Administrators, Dept. Chair	8/1/2005	5/26/2006
Provide parents with ongoing information to enhance student achievement in science via meetings/workshops and Parent-Advisory Council meetings. The focus will be on students who are not meeting state standards in the science clusters.	Administrators, Dept. Chair	8/1/2005	5/26/2006
Use Academic Improvement Period and the extended school year to improve science skills for all students.	Administrators, Dept. Chair	8/1/2005	5/26/2006
Curriculum Mapping will be integrated in order to improve student achievement.	Administrators, Department Chair	8/1/2005	5/26/2006
Integrate CRISS strategies throughout science curriculum	Administrators, Department Chair	8/1/2005	5/26/2006
Administer weekly assessments and interim assessments to ensure S.S.S. benchmarks mastery.	Administrators, Department Chair	8/1/2005	5/26/2006
Science technology will be implemented in all science classes.	Administrators, Department Chair	8/1/2005	5/26/2006
RiverDeep will be incorporated in all science	Administrators, Department Chair	8/1/2005	5/26/2006

classes in order to achieve student success.	
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## **Research-Based Programs**

The research-based programs are Glencoe and McGraw Hill

## **Professional Development**

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

District provided professional development.

## **Evaluation**

The 2006 FCAT Science Test will be used as the final data for evaluation.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### ***GOAL 5 STATEMENT:***

The school will provide increased opportunities for parents to be involved in their children's education in an environment that allows parents and educators to work collaboratively to foster academic excellence.

### ***Needs Assessment***

Data compiled monthly by the Community Involvement Specialist indicates that Campbell Drive Middle School has a very low rate of parental or guardian involvement. For example, twenty-six parents attended student-led conferences, and two hundred forty-eight parents attended Open House night in September 2005. In addition, according to the PTSA President, only two parents of the total membership are active members of the organization.

## Measurable Objective

Given a schoolwide focus on parental involvement, communication between home and school will improve as evidenced by an increase in the number of teachers, parents, students who participate in school sponsored activities 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 information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning.	Administrators, Community Involvement Specialist, Reading Coach, Math Dept. Chair, Media Specialist, Social Worker	8/1/2005	5/26/2006
Invite parents to join the PTSA.	Administrators	8/8/2005	5/26/2006
Invite parents to attend student-led conferences.	Administrators, Dept. Chairs, Community Involvement Specialist, Social Worker	8/8/2005	5/26/2006
Provide Parenting Skills classes on Saturdays.	Administrators, Social Worker, Teachers	8/8/2005	5/26/2006
Invite parents to attend Open House event.	Administrators, Staff Members, Community Involvement Specialist	8/8/2005	5/26/2006
Provide English classes for parents who speak other languages.	Administrators, Teachers	8/8/2005	5/26/2006
Help all families establish home environments to support children as students.	Administrators, Community Involvement Specialist, Reading Coach, Math Chair, Media Specialist, Social Worker	8/1/2005	5/26/2006
Provide a handbook of every day activities for the home.	Administrators, Community Involvement Specialist, Reading Coach, Math Chair, Media Specialist, Social Worker	8/1/2005	5/26/2006
Provide a homework assistance system.	Administrators, Community Involvement Specialist, Reading Coach, Math Chair, Media Specialist, Social Worker	8/1/2005	5/26/2006
Ask parents to read to the students.	Administrators, Community Involvement Specialist, Reading Coach, Math Chair, Media Specialist, Social Worker	8/1/2005	5/26/2006
Ask parents to watch television with their children and discuss what is viewed.	Administrators, Community Involvement Specialist, Reading	8/1/2005	5/26/2006

	Coach, Math Chair, Media Specialist, Social Worker		
Recruit and organize parental involvement at school.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/1/2005	5/26/2006
Survey parents to find out how they would like to be involved at school.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/1/2005	5/26/2006
Recruit parents to read with students.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/1/2005	5/26/2006
Encourage parents to serve as student supervisors during activities such as field trips and after-school programs.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/1/2005	5/26/2006
Ask parents to assist with classroom projects and activities.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/1/2005	5/26/2006
Encourage parent attendance at school events with ample advertisement.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/1/2005	5/26/2006
Recruit parents for positions within the school such as clerical assistants and teacher assistants.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/1/2005	5/26/2006
Use parent volunteers to help with bilingual needs.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/1/2005	5/26/2006
Recruit parents to train other volunteers.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/1/2005	5/26/2006
Recruit parents to help with understanding of multicultural needs.	Administrators, Community Involvement Specialist, Social Worker, Teachers	8/1/2005	5/26/2006
Include parents in school decisions, developing parent leaders and representatives. It is important to include not only parents involved in School Advisory Council or Parent Teacher Associations, but also parents not actively involved in school activities.	Administrators, Community Involvement Specialist	8/1/05	5/26/06
Utilize focus groups involving all stakeholders to help determine school policy on problem issues.	Administrators, Community Involvement Specialist	8/1/2005	5/26/2006
Develop a written policy identifying parents' and families' roles within the school.	Administrators, Community Involvement Specialist	8/1/2005	5/26/2006



## **Research-Based Programs**

PTSA -- National Standards of Parental and Family Involvement Program

## **Professional Development**

In an effort to improve student achievement with state and district goals, Campbell Drive Middle School has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development teams. The calendar will include:

Team Building Workshops

Interpersonal Communication In-Services

Academic Improvement Plan

Crisis Management

English as a Second Language for Parents on Saturday mornings

Parenting classes

PTSA

Open House Night

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

## **Evaluation**

This objective will be evaluated by monitoring the rate of parental attendance using the Title I parent attendance rosters.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 6 STATEMENT:**

The school will provide a safe and disciplined environment for all students.

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

**Needs Assessment**

Based on data from suspension incidents reports, 391 students had outdoor suspension, 452 had indoor suspension, and 24 students were referred to Alternative Education Programs. This indicates a need for student improvement in discipline.

## Measurable Objective

Given an emphasis in a safe and orderly environment, student's behavior will improve at CDMS by a 10 percent decrease on the number of students having indoor/outdoor suspensions as measured by the CMF referrals during the 2005-2006 school as compared to the 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor Peer Mediation Program. Students are able to take a hands on approach to discipline as they counsel their peers in positive behavior.	Administrators, TRUST Counselor	8/1/2005	5/26/2006
Contact other schools with similar demographics for school safety ideas and best practices.	Administrators, TRUST Counselor	8/1/05	5/26/06
Consider alternatives to school suspension by implementing after-school detention and Saturday detentions.	Administrators, TRUST Counselor	8/1/2005	5/26/2006
Implement and monitor the Positive Behavior Support Program	Administrators, TRUST Counselor	8/1/2005	5/26/2006
Increase security personnel from 6 to 10. Security personnel will be used to monitor hallways, restrooms and campus grounds in an effort to maintain student safety and security.	Administrators, TRUST Counselor	8/1/2005	5/26/2006
Implement and monitor Youth Crime Watch Program in order to involve students in safety and discipline related issues.	Administrators, Faculty Sponsor, TRUST Counselor	8/1/2005	5/26/2006
Implement and monitor Teen Court Program. Students will be able to take an active role in discipline. Students will be allowed to set and evaluate disciplinary goals for their peers. To develop a minor infraction disciplinary system that coincides with the school-wide PBS model. To emphasize student accountability, involvement and responsibility.	Administrators, Faculty Sponsor, TRUST Counselor	8/1/2005	5/26/2006
Implement and monitor a Transition Academy for sixth graders using Classroom, Inc.	Administrators, Department Chair, TRUST Counselor	8/1/2005	5/26/2006
Peaceworks mediation for kids	Administrators, Department Chair, TRUST Counselor	8/1/2005	5/26/2006

## **Research-Based Programs**

Positive Behavior Support Program

## **Professional Development**

Campbell Drive Middle School, in an effort to safeguard our students and improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

Positive Behavior Support  
Safety Crisis Management

## **Evaluation**

Mastery of the objective will be considered to be met when there is a 10 percent decrease in the number of discipline referrals documented by CMF.

## GOAL 7: TECHNOLOGY

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

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

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

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

**GOAL 7 STATEMENT:**

The school will integrate technology in all curricular areas.

The school will promote equitable and universal access to technology.

**Needs Assessment**

Data on the STAR report show that CDMS decreased by 3.8 percent from 10.2 percent in 2004 to 6.4 percent in 2005 on the Control Group. This indicates a need for increasing student awareness of technology based programs and instruction.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their understanding, knowledge and usage of educational software by a 10 percent increase 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
Employ Apple Laptop Computers in select classrooms	Administrators, Technology Cohort	8/1/2005	5/26/2006
Employ Apple Laptop Computers for Lesson Planning and Teacher/Student Research.	Administrators	8/1/2005	5/26/2006
Continue Technology Cohort	Administrators	8/1/2005	5/26/2006

## Research-Based Programs

Intel-Innovator: Teach to the Future. National Education technology Standards (NETS).

## Professional Development

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

Apple Computer Technology

Technology Cohort

Edusoft training

Data Analysis

PMRN In-Services

Technology Night

Web resources: Inspiration & Unitedstreaming

Pinnacle Electronic Gradebook

Apple Technology Workshop: Teachers will receive an Apple laptop computer that they can use to do lesson plans and research websites that will provide the tools that they need to improve student achievement.

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

## **Evaluation**

Evaluate growth participation in the use of technology as evidenced by the indicators built into the Reading Plus, Read 180 and other educational software.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

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

**GOAL 8 STATEMENT:**

To improve the health and physical fitness of our students in order to develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

**Needs Assessment**

According to the results of the 2004 FITNESSGRAM 144 students were tested of which 40 percent won a Gold or Silver District Fitness Award indicating a need for increasing student participation in physical fitness.



## Measurable Objective

Given standards for physical fitness students will increase their performance on the FITNESSGRAM assessment by demonstrating a three percentage increase in the number of students achieving the Silver or Gold category as compared to 2004-2005 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
School site administrators should monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administrators, P.E. Coach	8/1/2005	5/26/2006
Physical education department chairpersons should develop an action plan for their individual school to insure input from the department to meet the goals and objectives as stated. Activities should align and be monitored by district goals and objectives.	Administrators, P.E. Coach	8/1/2005	5/26/2006
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance. Monitor the Physical Education Program as it relates to activity.	Administrators, P.E. Coach	8/1/2005	5/26/2006
In order to properly assess both student achievement and programmatic success in meeting the goals and objectives of physical education, it is recommended that all schools utilizing the FITNESSGRAM administer a pre-test to determine baseline measures. Comparing pre- and post-test data will provide valid measures of student/school improvement. This will further provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives.	Administrators, P.E. Coach	8/1/2005	5/26/2006

## **Research-Based Programs**

FITNESSGRAM

President's Physical Fitness Program

## **Professional Development**

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

FOCUS Comprehensive Improvement Model across the curriculum

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

## **Evaluation**

Campbell Drive Middle School will administer the FITNESSGRAM and compare the data to the previous year.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

**GOAL 9 STATEMENT:**

All students will be given the opportunity to pursue areas of interest and special talents and develop an appreciation for the arts through expanded curricular and extra curricular offerings.

**Needs Assessment**

An evaluation of student articulation forms indicates a need for additional classes in speech and debate, drama, music, and art plus the current percent of enrollment in electives/special areas.

## Measurable Objective

The number of students enrolled in the arts (to include music, dance, drama, speech and debate and art) will increase by ten percent as evidenced by the official number of students enrolled in elective classes during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enroll students in dance, art, music, speech and debate, drama as per articulation request.	Administrators, Fine Arts Chairperson	8/1/05	5/26/06
Create advanced dance, art, drama, speech and debate, and music classes to accommodate the students needing a more advanced program. Students will be placed by teacher recommendation.	Administrators, Fine Arts Chairperson	8/1/05	5/26/06
Meet with administrative team and student services to accommodate additional dance, art, music, speech and debate, and drama classes in the school master schedule.	Administrators, Fine Arts Department Chairperson	8/1/2005	5/26/06
Identify the students requesting dance, art, speech and debate, music, and drama as an elective.	Administrators, Fine Arts Department Chairperson	8/1/2005	5/26/06
Extended day programs for those students meeting State standards.	Administrators, Department Chair.	8/1/2005	5/26/2006
Classroom, Inc Transition Academy to help incoming students.	Administrators, Department Chair	8/1/2005	5/26/2006

### Research-Based Programs

Classroom, Inc.

## **Professional Development**

Campbell Drive Middle School, in an effort to improve student achievement with state and district goals, has scheduled year-long professional development opportunities for all faculty and staff. These in-services and workshops will be provided through TEC and in-school professional development hours. The calendar will include:

Focus Comprehensive Improvement Model across the curriculum

The quality of the training will be evaluated by participant response in order to monitor the integrity of the professional development implementation. Implementation will be followed up by mini inservices where student assessments will be evaluated in order to determine the impact of the professional development on student achievement.

## **Evaluation**

Action Research: Assessments will be administered in order to evaluate whether students who take electives are prone to higher achievement in core curriculum in comparison to students who do not have elective classes.

A conclusion form using enrollment information.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

### ***GOAL 10 STATEMENT:***

CDMS will reach at or above the statewide percentile in the ROI Index of Value and Cost effectiveness of its programs.

### ***Needs Assessment***

The School Efficiency Indicator for Campbell Drive Middle School shows that on the 2002-2003 Indicator, CDMS was in the lower third of all middle schools in the state on percentage of students making learning gains and in the middle third of all middle schools in the state on money spent per student. This is in comparison to the 2001-2002 school year where Campbell Drive Middle School was in the middle third of all middle schools in the state on percentage of students making learning gains, and the school was in the middle third of all middle schools in the state on money spent per student.

## Measurable Objective

CDMS will improve its ranking on the State of Florida ROI Index publication from its percentile in 2003 and the percentile on the next publication.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become informed about the use of financial resources in relation to school programs.	Administrators	8/1/2005	5/26/2006

## Research-Based Programs

## Professional Development

Faculty and staff will receive training on the State of Florida ROI Index.

## Evaluation

CDMS will base its performance using the State of Florida ROI Index in its next publication.

## *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 CDMS ESSAC has an available budget balance of \$19,500.00 for the 2005-2006 school year. Appropriations are made at the direction of the voting members with input from all stakeholders at CDMS. The 2004-2005 allocations were as follows:

Enrichment Field Trips \$2,000.00  
 Classroom Project Supplies \$2,300.00  
 Media Center Books \$3,000.00  
 Educational Software \$2,200.00  
 Technology Hardware Enhancements \$10,000.00

### ***Training:***

The advisory council at CDMS or the Educational Excellence School Advisory Council (EESAC) is a representative body that includes stakeholders from all areas. The group is made up of teachers, paraprofessionals, the school principal, parents, students and community members. The membership is chosen by their respective sub groups, and the membership demographics reflect the demographics of the school and community.

The EESAC meets monthly to address an agenda created with the input of all stakeholders who are notified of the meeting.

The EESAC and its sub-committees make recommendations to the administration on all aspects of school operations ranging from curriculum to the physical plant and school safety. Active sub-committees include technology, discipline, curriculum, special projects, school maintenance and safety.

The EESAC recommended specific staffing decisions, such as utilization of part-time personnel and hourly employees.

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

The EESAC has used its allocated funds to support classroom projects and to purchase student incentives.



### ***Technology:***

The EESAC recommended teachers be apprised of software available in the building and that efforts be made to integrate its use through in-services and class demonstrations.

The EESAC technology committee will organize Teacher Educational Center (TEC) in-house workshops on technology use in the classroom. They also recommend the continued encouragement of teachers to pursue available grants for the purchase of additional technology.

### ***Staffing:***

The advisory council at CDMS or the Educational Excellence School Advisory Council (EESAC) is a representative body that includes stakeholders from all areas. The group is made up of teachers, paraprofessionals, an administrator, parents, students and community members. The membership is chosen by their respective sub groups, and the membership demographics reflect the demographics of the school and community.

The EESAC meets monthly to address an agenda created with the input of all stakeholders who are notified of the meeting.

The EESAC and its sub-committees make recommendations to the administration on all aspects of school operations ranging from curriculum to the physical plant and school safety. Active sub-committees include technology, discipline, curriculum, special projects, school maintenance and safety.

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

The EESAC recommends the enrichment of student's learning through teaming, student clubs and extracurricular activities which personalize instruction, enhance school spirit and provide a positive school environment.

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

The EESAC will purchase equipment, software and transportation for enrichment projects and fieldtrips.

### ***Benchmarking:***

The EESAC participates in sequencing benchmarks for Focus Continuous Improvement Model.

### ***School Safety & Discipline:***

The EESAC has made recommendations for additional security staff and fully supports Positive Behavior Support.

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*