
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6081 - Centennial Middle School

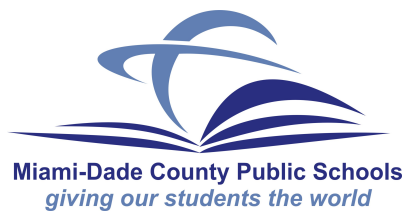
FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Elvoyd Fischer

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Centennial Middle School

Centennial Middle School is dedicated to providing a quality education and learning experiences to its student population of approximately 1,000 students. The 2005-2006 School Improvement Plan is a compilation of goals, objectives, and strategies to maximize student achievement in the areas of Reading, Mathematics, Writing, Science, Parental Involvement, Discipline and Safety, Technology, Health and Physical Fitness, Electives and Special Areas, and Return on Investment. This process has developed as we evaluate the impact of the instructional strategies and research based programs on student achievement. The process will involve internal and external stakeholders in the planning, implementation, and evaluation of instructional strategies to monitor student achievement.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students receiving free and or reduced lunch will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 67 percent of students reaching the state required mastery level of 3.5 or higher as documented by scores on the 2006 FCAT Writing Assessment.

Given instruction using Sunshine State Standards, students in grade eight will improve their science skills as evidenced by meeting or exceeding the district mean scale score as documented by the 2006 FCAT Science Test.

Given a school-wide focus on parental involvement, parent participation will increase by three percent as evidenced by the increase in number of parents participating in the Parent-Teacher Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC) during the 2005-2006 school year as documented by attendance sign in logs for 2005 and 2006.

Given the implementation of a progressive discipline plan, the number of indoor and outdoor suspensions will be reduced as evidenced by a decrease of five percent on the 2005-2006 student case management system report.

Given a school-wide focus on technology, student access and use will increase from 2.3 points to 3.0 points measuring at stage 3 advanced as evidenced by the 2006 STaR Survey.

Given instruction based on the Physical Fitness program, Centennial Middle School will achieve an annual increase of three percent of award recipients as measured by the 2005/2006 FITNESSGRAM Test.

Given data based on the 2005 enrollment, students in grades six through eight will maintain enrollment in elective courses and increase enrollement in the Fine Arts areas of Art, Music, and Dance.

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

Eighty-one percent of the faculty and staff completed the Organizational Performance Improvement Snapshot Survey which included the following areas: Leadership; Customer and Market Focus; Measurement, Analysis, and Knowledge Management; Human Resource Focus; Process Management; Business Results, and Strategic Planning. Two areas that received the lowest scores and will be the focus for internal stakeholders are increasing faculty and

staff involvement in the planning process and providing resources for faculty and staff to perform their duties well. During the 2005-2006 school year, there will be additional interdisciplinary team and departmental meetings. The administrative team will continue to encourage faculty and staff to participate in professional development opportunities where instructional strategies and resources will be available. In addition, school site sponsored professional development will be conducted where teachers will be able to develop interdisciplinary grants and apply for additional funding for resources. The Educational Excellence School Advisory Council (EESAC) will encourage teachers to submit proposals for funding of instructional and curricular materials. In accomplishing the goals and objectives in the 2005-2006 School Improvement Plan, Centennial Middle will strive to improve and monitor the success and accomplishments of its students, faculty and staff.

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.

Centennial Middle School

VISION

Our vision embodies the belief that through high standards and expectations, all students can learn and become productive members of society.

MISSION

Centennial Middle School is dedicated to achieving educational excellence by developing the student academically, socially, and personally through communication, technological, interpersonal and critical thinking skills.

CORE VALUES

Excellence – We will set high standards and strive for excellence.

Integrity – We will build positive relationships through honesty, respect and compassion.

Equity – We will provide a positive environment where all students can learn.

Citizenship – We will model strong character values and provide opportunities for students to become better citizens.

School Demographics

Centennial Middle School is a three-year middle school serving sixth, seventh, and eighth grade students from a multi-ethnic, multi-cultural community. The school has maintained a "C" grade since the 2000-2001 FCAT Administration and is a School Targeting Excellence in Literacy Learning and Reading (STELLAR). Under the No Child Left Behind Act, the school has not meet annual yearly progress (AYP). The school was established in 1976 and has undergone many changes especially after Hurricane Andrew in 1992. The extensive damage from the storm forced many families to relocate. Over the past few years, there has been an increase in the number of homes built in our community which is projected to raise the school's enrollment by 300-500 students within the next five years. In the Spring of 2006, Centennial is projected to have a three-story modular installed for 770 student stations.

Centennial currently serves approximately 1020 students. The ethnic/racial composition of the student population is 39 percent African American, 47 percent Hispanic, 10 percent White, and four percent Other. During the 2004-2005 school year, Centennial is a Title I school. Currently, approximately 71 percent of the students are eligible for free or reduced lunch. 25 percent of the student population has been identified as Students with Disabilities and six percent are Limited English Proficient students. Centennial has a mobility rate of 30 percent and during the 2002-2003 school year, the average student attendance was approximately 94 percent.

The ethnic composition of the faculty is: 48 percent White, 26 percent African American, 23 percent Hispanic and three percent Other. During the 2004-2005 school year, 37 percent of the faculty held advanced degrees beyond a Bachelor's degree. The faculty of 77 is 26 percent male and 74 percent female. In addition, there are three Administrators, a Title 1 Reading Leader, a Reading Coach, a Trust Counselor, a Curriculum Specialist, and a Career Specialist that is shared with another middle school. During the 2002-2003 school year, the instructional staff attendance was approximately 95 percent. According to the class size simulation report, Centennial has reduced its class size from an average of 17.92 to 16.08, a 10 percent decrease.

The office staff at Centennial Middle consists of five full-time and one part-time clerical. There are 14 paraprofessionals of which one is the Community Involvement Specialist. The school has eight full-time custodians, three full-time and one part-time security monitor, and 10 cafeteria staff members.

The Educational Excellence School Advisory Council reviewed the School Based Budget System as well as the Computer Assisted School Allocation System to assess the budgetary needs of the school.

School Foundation

Leadership:

Based on the MDCPS Accountability Systemwide Performance Survey, Centennial's faculty and staff average score was 4.1 indicating that the leadership frequently sets direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school. The lowest score of 3.7 referred to whether the "organization asks me what I think" in setting goals and the highest score of 4.3 reflects that the school faculty and staff knew the organization's mission.

District Strategic Planning Alignment:

According to the MDCPS Accountability Systemwide Performance Survey, the average score of 4.1 indicates that the faculty and staff frequently address the level of satisfaction of its customers. The lowest score of 3.7 referred to whether the "organization asks for my ideas" and the highest score of 3.9 reflects that the school faculty and staff knows, "how to tell if we are making progress on my work's groups part of the plan."

Stakeholder Engagement:

Centennial's faculty and staff average score was 3.8 indicating that employees are sometimes involved in analyzing the goals and objectives of the school and their involvement in the development of school goals. The lowest score of 3.9 referred to whether the faculty and staff, "ask [the] customers if they are satisfied or dissatisfied with my work." The highest score of 4.4 reflects that the school faculty and staff know, "who [the] most important customers are." This data was obtained from the MDCPS Accountability Systemwide Performance Survey.

Faculty & Staff:

As analyzed from the MDCPS Accountability Systemwide Performance Survey, Centennial faculty and staff average score was 4.0 indicating that employees are frequently made part of a team in the overall function of the school. The lowest score of referred to whether the faculty and staff felt, "recognized for [their] work." The highest score of 4.2 was shared between two questions reflecting that the school faculty and staff frequently felt, "[they] can make changes that will improve my work" and "people I work with cooperate and work as a team."

Data/Information/Knowledge Management:

Based on the MDCPS Accountability Systemwide Performance Survey, Centennial faculty and staff average score was 3.8 indicating that employees are sometimes involved in analyzing the goals and objectives of the school and their involvement in the development of school goals. The lowest score of 3.9 referred to whether the faculty and staff, "ask [the] customers if they are satisfied or dissatisfied with my work." The highest score of 4.4 reflects that the school faculty and staff know, "who [the] most important customers are."

Education Design:

According to the MDCPS Accountability Systemwide Performance Survey, Centennial Middle School has several programs that characterize the school. Approximately twenty-five percent of the student population is among the No Child Left Behind Act subgroup, Student With Disabilities, SWD. This group includes the following

exceptionalities: varying learning disabilities, emotionally handicapped, physically impaired, and severally emotionally handicapped. Centennial offers Gifted courses in grades six and seven in the mathematics, language arts, science, social studies, and gifted resources. In addition, Advanced courses are offered in grades six through eight in mathematics, language arts, science, social studies, and elective courses. Centennial Middle hosts activities where students are able to showcase their abilities ie band and dance performances, art exhibitions at community partnerships.

Performance Results:

Referring to the 2005 Suspension Report, Centennial will decrease their outdoor suspension rate of all students by ten percent; 2004-05 total 675 incidents. Centennial will decrease the indoor suspension rate by ten percent; 2004-05 total 230 incidents. Centennial will increase the total parent/teacher/student conference indicator by ten percent; 2004-05 total 903 conferences. Average attendance rates for the 2004-05 school year was 94 percent. Centennial is implementing an attendance incentive/reward program to increase the attendance average by one percent during the 2005-06 school year.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Centennial Middle School utilizes committee-based interview processes as well as participating in District sponsored teacher fairs and conferences to attract high-quality teachers. To retain highly qualified teachers, Centennial offers various opportunities for faculty to enhance their professional development. The faculty and staff are provided in-house workshops and mentoring, as well as notified when opportunities arise for teachers to attend Regional and District hosted professional development.

• Highly Qualified, Certified Administrators:

ELVOYD FISCHER 087495, PRINCIPAL

Ms. Elvoyd Fischer is a highly qualified Principal and has served thirty two years as a professional educator in the Miami-Dade County Public School system, six as a principal. Ms. Fischer received her Bachelor of Science in Physical Education from North Carolina Central University, Durham, North Carolina, Master of Science in Administration and Supervision from Nova University, Fort Lauderdale, Florida and post masters studies, University of Miami and Florida Memorial College with numerous training via Regional Center 6 and district workshops. Ms. Fischer was administratively trained via the LEO-T program at Miami Senior and Miami Sunset Senior High Schools, and as an Executive Training Participant at Miami Southwest and Miami Killian High schools. Ms. Fischer received the Melissa Institute Education Recognition Award through her efforts to promote school violence prevention by hosting an annual forum on bullying. She received a special commendation from the Regional Center 6/District school police for successful and effective lockdown procedures when the school faced a difficult challenge in the 2003-2004 school year. Ms. Fischer was recognized in the (Field of Education) by the National Association of Negro Business and Professional Women's Club in April 2004. Ms. Fischer is a Vice-President of Dade Association of School Administrators (DASA), and also represents the 12th District as she serves on the Florida Association for School Administrators Board (FASA). She is a member of National Association of Secondary School Principals (NASSP). She worked diligently initiating and building self-esteem and tutoring programs geared toward economically disadvantaged youth from the elementary to senior high levels. She worked with community groups in providing both academic and enrichment opportunities before and after school. Ms. Fischer developed and implemented a program targeting "at risk" group of students in an effort to improve their attendance via a drop out prevention designed plan to track and monitor their students over a three year span.

J. CAROL BROWN, 130920, ASSISTANT PRINCIPAL FOR CURRICULUM

Ms. J. Carol Brown is a highly qualified Assistant Principal at Centennial Middle School. She has been employed in Miami-Dade County Public School for twenty- one years, thirteen of which as an Assistant Principal. Ms. Brown received her Bachelor of Elementary Education from University of Missouri and her Masters Degree in Educational Leadership from Nova Southeastern University, Fort Lauderdale, Florida. She began her career as an elementary school teacher, grades one and two, in Omaha, Nebraska. She moved to South Florida and began teaching at the middle school level as a math teacher, social studies teacher and a drama teacher. Ms. Brown was Teacher of the Year while at the middle school. Ms. Brown later became an Occupational Placement Specialist where she specialized in providing students with "real world opportunities" in the world of work. She has written and received over \$25, 000.00 in grants geared towards student preparation in career planning. Ms. Brown has the experience and expertise as an administrator for K-12. She has been the APC at Centennial Middle School for thirteen years. As APC at Centennial, Ms. Brown is a driving force in student achievement. Centennial has retained the grade of a "C" however, continued improvement is being made. The Reading Coaches and the Curriculum Specialist are empowered by Ms. Brown to facilitate classroom intervention strategies geared specifically for each subgroup and each Sunshine State Standard benchmark. In addition, Ms. Brown has requested the teaching services from certified retired teachers willing to work on an hourly basis with

pull-out students in reading, math and science.

MR. NAIF CHAIN 134969, ASSISTANT PRINCIPAL

Mr. Naif Chain is a highly qualified Assistant Principal at Centennial Middle School. Mr. Chain has worked twenty years for the Miami-Dade County Public School System, fourteen years as a teacher and five years as an Assistant Principal. Mr. Chain received his bachelor's degree in English from Florida International University. Later he went on to seek his Master's degree in Educational Leadership from Nova Southeastern University. During the past five school years, Mr. Chain has worked as an Assistant Principal at Centennial Middle School. He established a reading initiative to challenge low achieving students to read more through the CMS Reading Challenge. Additionally, he continues to work with the Community Involvement Specialist engaging low achieving students in seminars on self-esteem and setting goals. The program culminates each year with a parent/student breakfast to highlight each of the student's achievements.

• Teacher Mentoring:

All new Annual Contract teachers (AC1) and teachers in need of professional growth assistance are assigned to a Professional Growth Team (PGT) and mentor teacher from their curricular area. The PGT consists of a trained PGT member and another peer teacher selected by the AC1 teacher. All PGT members have been trained to assist new and struggling teachers in the management and implementation of operating a well run classroom. The PGT meets monthly to assist and mentor all AC1 and struggling teachers.

• School Advisory Council:

Budget – the EESAC recommended budget expenditures in the areas of instructional and curriculum materials and equipment through teacher submitted grants and proposals.

Training – the EESAC recommended professional development for staff new to the school as well as continued staff development for existing staff in the areas of math, reading, and writing throughout the curriculum to support the School Improvement Plan.

Instructional Materials - the EESAC recommended the acquisition of instructional materials which would enhance the curriculum such as pocket dictionaries and areas related to the FCAT.

Technology – the EESAC recommended that the school support the Electronic Gradebook and continue to seek funds to improve the overall technology level of the school. Also, the EESAC recommends school-site professional development in technology components of the School Improvement Plan.

Staffing – The EESAC recommended the hiring and retention of highly qualified teachers and encouragement of teachers to become National Board Certified and Gifted endorsed.

Student Support Services – The EESAC recommended that Student Services should continue to encourage parental involvement by holding parent/student conferences. In addition, the EESAC committee recommended a Curriculum Fair to showcase school offerings and orientation in Spring 2006.

Other Matters of Resource Allocation – the EESAC recommended that the school faculty and staff pursue professional development in grant writing as a source of alternate funding. In addition, the EESAC committee recommended increase awareness of private funding i.e. Target, Washington Mutual, and Ocean Bank.

Benchmarking - the EESAC recommended receiving a quarterly report on the school's benchmarking efforts related to each School Improvement Objective.

School Safety & Discipline – the EESAC recommended continued character building focus of Kaleidoscope student activities. Also, EESAC encourages the participation of role models to motivate students to achieve. The EESAC recommends the increase in the number of students participating in character building clubs such as 5000 Role Models, Eves of Essence, D-Fy-It and recognition for Doing the Right Thing.

• Extended Learning Opportunities

Centennial Middle School extends its academic day through the After School Enrichment Program. This program assists in the enhancement of quality educational experiences. Our program and many other activities, such as band, dance, club sports, and other activities offered at Centennial Middle School, have assisted in providing students with extended learning opportunities. In addition, the Media Center provides a full service technological support base, including research materials, computers, word processing programs, and internet access before, during and after school.

• School Wide Improvement Model

Centennial Middle School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Model will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan-for changes to bring about improvement, Do-changes on a small scale first to try them, Study- to see if changes are working, and Act-to get the greatest benefit from the changes.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

To provide high quality reading instruction using differentiated instruction, technology, and alignment with district and state standards for students to make a year's worth of learning gains or more on the 2006 FCAT administration.

Needs Assessment

Analysis of the 2005 FCAT Reading Assessment data reveal that 65 percent of students in grades six through eight are still reading below grade level. Specifically, the majority of level 1 students in grades six through eight are reading at least two years below grade level and require additional intensive reading instruction in the areas of Main Idea/Purpose and Reference/Research content categories. Specifically, students in grades six and eight demonstrated the most success in the Comparisons and Words/Phrases content categories scoring the same mean average as the District. Overall, the greatest need in grades six through eight is in the area of applying Reference/Research skills. In addition, data reveals that 47 percent of students in grade six are reading at or above grade level resulting in 53 percent scoring below grade level (Level 1 or 2). Data from the 2005 FCAT reveals that 30 percent of students in grade seven are reading at or above grade level resulting in 70 percent of seventh grade students scored at level 1 or 2 on the 2005 FCAT administration. Data from the 2005 FCAT reveals that 29 percent of students in grade eight are reading at or above grade level. In contrast, 71 percent of eighth grade students scored at level 1 or 2 on the 2005 FCAT administration. Data collected during the 2004-2005 school year indicates that additional staff needs to complete CRISS training and Reading Endorsement courses to develop learning strategies which maximize student achievement in the area of reading. In addition, the District Comprehensive Researched-Based Reading Plan and school-wide literacy plan needs 100 percent of the staff and student participation to ensure achievement in all Content Categories.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students receiving free and or reduced lunch will improve their reading skills as evidenced by 44 percent scoring at Level 3 or higher on the 2006 administration of the FCAT reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize classroom strategies such as, peer grouping, Teacher Read-Aloud, Directed Thinking, Listening, and Reading, and provide visual clues as a means of improving comprehension and raise student achievement.	Reading Teachers, Language Arts Teachers, Reading Coaches, Social Studies Teachers, Science Teachers, Math Teachers, Elective Teachers	8/8/05	5/26/06
Identify all Economically Disadvantaged students not meeting AYP and provide differentiated instruction in reading and language arts as well as utilize pull outs through reading coaches.	Reading Teachers, Language Arts Teachers, Reading Coaches, Math Teachers, Science Teachers, Social Studies Teachers, Elective Teachers	8/8/2005	5/26/2006
Implement a recognition program to improve the attendance rate of all SWD students identified in the NCLB requirements.	Administrators, Attendance Clerk, Counselors	8/8/2005	5/26/2006
Identify all Hispanic students not meeting AYP and coordinate specific outreach activities resulting in increased parental attendance at conferences and school related parent events.	Assistant Principal of Curriculum, Student Services, Parent Involvement Specialist	8/8/2005	5/26/2006
Identify all African American students not meeting AYP and implement a tutorial program to address	Reading Coaches	11/1/2005	5/26/2006

the needs of these students regarding reading deficiencies.			
Implement in all Reading and Language Arts classes in grades six through eight a skills review in the areas of FCAT strands, Words/Phrases, Main Idea/Purpose, Comparisons, and Reference/Research and monitor achievement.	Reading Teachers, Social Studies Teachers, Science Teachers, Math Teachers, Elective Teachers, Language Arts Teachers, Reading Coaches	8/8/2005	5/26/2006
Identify students in all subgroups not meeting AYP and scoring at level 1 or 2 on the 2005 FCAT Reading Assessment and schedule into appropriate Intensive Reading courses.	Principal, Assistant Principal of Curriculum, Reading Coaches, Curriculum Specialist	8/8/2005	5/26/2006
Implement a Saturday tutorial program to address the reading deficiencies of students identified as the lowest 25 percent and monitor progress through interim reports, Academic Improvement Plans, and report cards.	Assistant Principal of Curriculum	11/7/2005	02/17/2006

Research-Based Programs

Grades six through eight will utilize McDougall-Littel Bridges To Literature, Scholastic READ XL, Prentice Hall Timeless Voices, Timeless Themes, Houghton Mifflin English; Reading Supplemental Intervention Workbooks: Houghton Mifflin Soar To Success; and READ 180.

Professional Development

Comprehensive K-12 District Research-Based Reading Plan
 Reading Endorsement; CRISS training; Content Area Reading Instruction; Student Performance Indicators (AIP Implementation); Differentiated Instruction; Excelsior Gradebook

Evaluation

Formative: Gates MacGinitie Reading Test, State ORF Testing of Level 1 & 2 Students, Accelerated Reader Program, STAR Assessment

Summative: 2006 FCAT Reading Assessment

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

To provide high quality mathematics instruction using differentiated instruction, technology, and alignment with district and state standards for students to make a year's worth of learning gains or more on the 2006 FCAT administration.

Needs Assessment

An assessment of the 2005 FCAT Mathematics Assessment reveals that 30 percent of the students in grades six through eight scored at Level 3 or higher. The 2006 FCAT requires 50 percent of the students to score at Level 3 or higher for AYP. Sixth grade students have 39 percent of the students scoring a Level 3 or higher with the content areas of need from greatest to least being number sense, measurement, data analysis, geometry and spatial sense, and algebraic thinking. Seventh grade students have 23 percent of the students scoring a Level 3 or higher with the content areas of need from greatest to least being measurement, algebraic thinking, number sense, data analysis, and geometry and spatial sense. Eighth grade students have 31 percent of the students scoring a Level 3 or higher with the content areas of need from greatest to least being measurement, algebraic thinking, number sense, data analysis, and geometry and spatial sense.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50 percent scoring at Level 3 or higher on the 2006 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide FCAT Saturday tutorial program for targeted Level 1 and 2 students	Assistant Principal, Mathematics Chair	11/7/2005	2/17/2006
Provide Intensive mathematics courses for targeted Level 1 and 2 students	Principal, Assistant Principal, Curriculum Specialist	8/8/2005	5/26/2006
Utilize After-school Achievers Supplemental workbooks in the Intensive mathematics and Alternative Education courses for targeted Level 1 and Level 2 students	Assistant Principal, Curriculum Specialist, Intensive Math and Alternative Education Math Teachers	10/11/2005	5/26/2006
Develop a rotating schedule to ensure and increase the use of computer technology to monitor student achievement i.e. FCAT Explorer, Riverdeep, Holt Intervention software, Edustrands (SWD), ClassWorks (Enrichment after-school tutorial program)	Math Dept. Chair, Math Teachers, Media Specialist, Computer Specialist, ESE Specialist, Enrichment Tutor	8/8/2005	5/26/2006
Provide mathematics tutoring for LEP students with ESOL paraprofessional twice weekly targeting all ESOL levels.	Math Dept. ESOL paraprofessional	8/8/2005	5/26/2005
Increase use of technology in the classroom	Math Teachers	8/8/2005	5/26/2006

through planned activities as documented through teacher lesson plans			
Extend the inclusion model to include additional sections and courses	Assistant Principal, ESE Specialist, Curriculum Specialist	8/8/2005	5/26/2006
Utilize FCAT Problem of the Day using supplemental workbooks and textbook in all grades	Math Dept. Chair, Math Teachers	8/8/2005	5/26/2006
Utilize CRISS reading and writing strategies in all grades to increase student comprehension	Math Dept. Chair, Math Teachers	8/8/2005	5/26/2006

Research-Based Programs

Holt Middle School Math 6-8; Prentice Hall Pre-Algebra; Prentice Hall Algebra; Riverdeep

Professional Development

FCAT Explorer, Riverdeep, CReating Independence through Student-owned Strategies Project (CRISS), Edustrands

Evaluation

Formative: District Interim Assessments; FCAT Explorer; Riverdeep, School-site Authored Benchmark Assessment, Edustrands Reports

Summative: 2006 FCAT Mathematics Assessment

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Provide increased writing opportunities for all students to be effective writers.

Needs Assessment

An analysis of the writing performance data reveals the following trends among the diverse student population at Centennial Middle School. On the 2005 FCAT Writing Assessment, eighth grade students demonstrated performance growth in persuasive writing which raised the overall combined average score. Scores on the 2005 FCAT writing test indicate 66 percent of the students in grade eight scored 3.5 or higher. There was an increase of 0.1 point on the mean scale from 3.5 to 3.6. These scores indicate that 88 percent of eighth grade students would need to score a 3.5 or higher on the 2006 FCAT Writing Assessment. To increase the number of proficient writers, Centennial students need to incorporate the following elements in their writing: focus, organization, support and conventions.

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 using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 67 percent of students reaching the state required mastery level of 3.5 or higher as documented by scores on the 2006 FCAT Writing Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement writing across the curriculum in all grades	All Teachers	8/8/2005	5/26/2006
Utilize peer evaluations and writing rubric to increase their abilities in areas of focus, organization, support, and conventions	All teachers	8/8/2005	5/26/2006
Utilize CRISS strategies in all curricular areas such as graphic organizers, two column notes, brainstorming webs, learning logs, teacher and student modeling, and Role Audience Format Theme (RAFT)	All Teachers	8/8/2005	5/26/2006
Utilize vocabulary strategies in all curricular areas, such as context clue warm-ups, synonyms and antonyms, denotations and connotations, prefixes and suffixes to increase student writing proficiency.	Reading Teachers, Language Arts Teachers	8/8/2005	5/26/2006
Utilize College Board approved practices and materials such as Vertical Teaming	All Teachers of Advanced Placement and Gifted Students	8/8/2005	5/26/2006
Implement a Saturday tutorial program for targeted eighth grade students scoring below 3.5 on pretest assessment.	Principal, Assistant Principal of Curriculum	11/7/2005	02/24/2005

Research-Based Programs

Glencoe Writers Choice Textbook

Professional Development

School-site Writing professional developments on writing rubric

CRISS training

College Board Vertical Teaming professional developments

Evaluation

Formative

District Writing Plus Pretest

District Persuasive Writing Test

District Expository Writing Test

Summative

2006 FCAT Writing Assessment

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

To provide high quality science instruction to increase the scientific knowledge of all students.

Needs Assessment

An analysis of the 2004 FCAT Science data shows that the mean scale score for the students at Centennial Middle School was 259, which is below the 272 mean scale score for the district. An increase of one percent was made compared to the previous year's score of 256. Students in grade eight need to increase their scale scores one point to meet the district average of 272. Despite meeting the district averages in the content categories of Physical and Chemical Sciences, and Life and Environmental Sciences, students in eighth grade scored one point below the district average in the content category of Earth and Space Sciences and Scientific Thinking. Students in eighth grade need to increase their scale scores by one point. Science teachers need to provide students with opportunities to test using the FCAT format. Testing content should be based on Sunshine State Standards and incorporate terms from the FCAT Science Vocabulary Lists to increase comprehension. Science teachers need to collaborate in a scope and sequence to assure all students have access to the material tested prior to the administration of the test.

Measurable Objective

Given instruction using Sunshine State Standards, students in grade eight will improve their science skills as evidenced by meeting or exceeding the district mean scale score as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct hands-on activities using inquiry-based thinking skills.	All Science Teachers	8/8/2005	5/26/2006
Provide FCAT Saturday tutorial program for targeted eighth grades students who performed below mastery on school authored assessment.	Assistant Principal, Science Department Chair, Curriculum Specialist	11/7/2005	02/24/2005
Utilize CRISS reading and writing strategies in all grades to increase student comprehension.	All Science Teachers	8/8/2005	5/26/2006
Utilize FLDOE provided FCAT Science Vocabulary in all grades to increase student comprehension.	All Science Teachers	8/8/2005	5/26/2006
Math and Science teachers will collaborate to align overlapping curriculum(measurement and manipulating formulas) to reinforce concepts.	Assistant Principal of Curriculum, Math and Science Department Chairs, Curriculum Specialist	8/8/2005	5/26/2006
Conduct monthly science department meetings to facilitate the sharing of best practices, provide professional development opportunities, and identify strategies that will improve student performance.	Assistant Principal of Curriculum, Science Department Chair, Curriculum Specialist	10/6/2005	5/26/2006

Research-Based Programs

Holt Modern Earth and Space Levels 7-8, Glencoe Science Voyages Levels 6-8, Riverdeep

Professional Development

Provide Teachers with CRISS training from October to May (2005-06)

Teachers with Advanced placement classes will attend Advanced Placement Workshops, vertical team meetings, and all other College Board meetings from October to May(2005-06)

Teachers pursue courses for Gifted Certification through TEC from October to May (2005-06)

Teachers attend Science Fair workshops from October to May (2005-06)

Evaluation

Formative: School-site authored assessments

Summative: 2006 FCAT Science Assessment

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Analysis of Centennial Middle’s parent survey indicates that parents attend primarily elective classes (Band and Dance) productions; yet, attendance rates of parents to EESAC and PTSA meetings remains low. The school needs to increase opportunities for parents to be involved in support of the school and support their child’s education.

Measurable Objective

Given a school-wide focus on parental involvement, parent participation will increase by three percent as evidenced by the increase in number of parents participating in the Parent-Teacher Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC) during the 2005-2006 school year as documented by attendance sign in logs for 2005 and 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase communication with parents through written notices, letters, use of marquee, school website, school newspaper, etc	Principal, Assistant Principal, Community Involvement Specialist	8/8/2005	5/26/2006
Increase opportunities for parents to attend Saturday class activities, i.e. career mentoring, computer training, tutorial services	Assistant Principal of Curriculum, Career Specialist, Community Involvement Specialist	8/8/2005	5/26/2006
Provide increased opportunities to participate in school activities such as Math/Science Night, Curriculum Fair, transitioning student orientation	Assistant Principal of Curriculum, Career Specialist, Community Involvement Specialist	8/8/2005	5/26/2006
Recruit and encourage parental involvement in PTSA, EESAC, Band Booster Club, and other school related activities through increase parent notification processes such as marquee, monthly calendar, and school internet web page.	Principal, Community Involvement Specialist, Club Sponsor, EESAC Chairperson	8/8/2005	5/26/2006
Provide information on Parent Academy courses to increase parental involvement in The Parent Academy (TPA)	Assistant Principal of Curriculum, Community Involvement Specialist	8/8/2005	5/26/2006

Research-Based Programs

National PTSA National Standards for Parent and Family Involvement Programs

Professional Development

N/A

Evaluation

PTSA membership rosters, EESAC attendance rosters, school activity attendance rosters, parent survey

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

To provide high quality education in a safe and secure environment.

Needs Assessment

By rewarding students for positive behaviors, the administrative team at Centennial Middle School will utilize a school developed progressive discipline plan when dealing with disruptive behavior. There will be two different incident categories regarding behavior: major incidents and minor incidents. Major incidents are described as using abusive/inappropriate language, engaging in fighting, use or possession of illegal drugs, and use or possession of weapons. Minor incidents are described as dress code violation, tardy to class, not prepared for class: i.e. materials, general disruptive behavior: i.e. talking, playing around, and not following directions. Referrals may contain multiple codes and combine major and minor incidents. During the 2004-2005 school year, major incidents accounts for 20 percent of the number of referrals written and minor incidents accounted for 76 percent of the referrals. The number of outdoor suspensions (675) during the 2004-2005 year was approximately three times the number of recorded indoor suspensions (230). Centennial has a need to decrease the number of recorded indoor and outdoor suspensions by implementing a progressive discipline plan.

Measurable Objective

Given the implementation of a progressive discipline plan, the number of indoor and outdoor suspensions will be reduced as evidenced by a decrease of five percent on the 2005-2006 student case management system report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize referral process to grade level administrators	Classroom Teachers, Grade Level Administrators	8/8/2005	5/26/2006
Implement a progressive approach to student behavior which begins with verbal warnings	Classroom Teachers	8/8/2005	5/26/2006
Increase parental notification of inappropriate behavior to decrease the number of assigned detentions	Classroom Teachers	8/8/2005	5/26/2006
Utilize indoor exclusion process and parent conferences to decrease the number of major incidents	Classroom Teachers, Grade Level Administrators	8/8/2005	5/26/2006
Decrease the number of outdoor exclusion for major incidents by implementing a progressive discipline plan	Grade Level Administrators	8/8/2005	5/26/2006

Research-Based Programs

N/A

Professional Development

Positive behavior discipline system training for all faculty members

Evaluation

The Miami-Dade County Public Schools Student Case Management System Report

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Centennial Middle School will encourage the full integration of technology in all subject areas to improve student achievement.

Needs Assessment

Based on the 2004 STaR School Profile, Centennial Middle School’s use of technology is comparable to county and state averages. Specifically, technology administrative support is relatively higher than the county and state average, scoring at stage three (advanced planning). Moreover, technology support rates at stage four (target support). Additionally, educators employed at Centennial rate teacher access, use and professional development of technology at the intermediate to advanced stage which meets or exceeds county and state averages. In contrast, the STaR report reveals that student access and use of technology is slightly lower than the county average. Student accountability standards measure at stage four (target), 1.8 points higher than the county and state average. Additionally, teacher accountability standards measure at stage three (advanced planning), 0.8 points higher than the county and state average. Student academic environments have computer and internet access in all subject areas.

Measurable Objective

Given a school-wide focus on technology, student access and use will increase from 2.3 points to 3.0 points measuring at stage 3 advanced as evidenced by the 2006 STAAR Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Riverdeep program as an instructional tool through all math and science classes	All Science and Mathematics Teachers, Curriculum Specialist	8/8/2005	5/26/2006
Implement FCAT Explorer as an instructional tool through all reading and math classes	All Reading, Language Arts, and Mathematics Teachers, Curriculum Specialist, Reading Coaches	8/8/2005	5/26/2006
Provide all teachers with a computer and internet access to implement Excelsior Gradebook	Principal, Computer Technology Specialist	8/8/2005	5/26/2006
Integrate technology into the instructional process by providing teacher professional development on programs and software available	Curriculum Specialist, Reading Coaches, Department Chairs	8/8/2005	5/26/2006
Increase use of computer technology to monitor student achievement in all curricular areas using software and internet programs such as FCAT Explorer, Riverdeep, Holt Intervention, Edustrands (SWD), ClassWorks (Enrichment after-school tutorial program) in all grades.	Media Specialist, Computer Specialist, ESE Specialist, Enrichment Tutor	8/8/2005	5/26/2006

Research-Based Programs

Riverdeep

Professional Development

Teachers will be provided professional development on the following:

Edustrands

Classworks

FCAT Explorer

Accelerated Reader

Riverdeep

AIP Implementation

Excelsior Gradebook

Evaluation

Formative

2005 STAR Survey

Evaluative Survey throughout the year to determine the needs of teachers and students

Summative

2006 STAR Survey

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Students will achieve and maintain a life-long positive attitude towards physical and health related fitness.

Needs Assessment

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. Data from the 2005 FITNESSGRAM assessment reveals that out of the 443 students enrolled in Physical Education, 421 students in grades six through eight were tested. 62 percent were awarded with gold and silver awards. Of the 62 percent awarded, 21 percent were awarded gold and 40 percent were awarded silver.

Measurable Objective

Given instruction based on the Physical Fitness program, Centennial Middle School will achieve an annual increase of three percent of award recipients as measured by the 2005/2006 FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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.	Principal, Assistant Principal, P.E. Department Chair, P.E. Teachers	9/6/2005	5/26/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Assistant Principals	9/6/2005	5/26/2006
Develop an action plan to insure input from the department to meet the goals and objectives as stated.	Department Chair	9/6/2005	5/26/2006
Utilize the FITNESSGRAM test, and 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.	Principal Assistant Principal, P.E. Department Chair, P.E. Teachers	8/8/2005	5/26/2006

Research-Based Programs

N/A

Professional Development

FITNESSGRAM training for all physical education teachers not previously trained.

Evaluation

Centennial will administer the FITNESSGRAM, health-related fitness test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

Analysis of the 2005 enrollment data reveals that 75 percent of students in grades six through eight are enrolled in 95 sections of elective and special area course offerings, excluding Intensive Reading and Mathematics electives. Specifically, 62 percent of students eligible for elective courses in grades six through eight are enrolled in an Intensive Reading or Intensive Mathematics course. This enrollment selection is based on student achievement levels from the 2005 FCAT assessment. Centennial offers courses in beginning and advanced art; beginning, symphonic, jazz, and concert band; beginning and advanced dance; and beginning and advanced woodshop. However, there is a need for a chorus program offering at Centennial Middle.

Measurable Objective

Given data based on the 2005 enrollment, students in grades six through eight will maintain enrollment in elective courses and increase enrollment in the Fine Arts areas of Art, Music, and Dance.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide after school enrichment activities in Art, Music, computer programming, and Dance.	Career Specialist-Administrative Assistant	9/5/05	5/26/2006
Increase participation in extra curricular sports program by offering intramural sports opportunities after school	Physical Education Teachers, Coaches, Faculty	8/8/2005	5/26/2006
Create additional advanced courses in elective areas	Elective teachers, Counselors, Curriculum Specialist	8/8/2005	5/26/2006
Reduce the number of students enrolled in intensive reading and mathematics classes to increase enrollment in elective areas by providing additional reading and math teachers and reducing class sizes to improve student reading and math performance.	Assistant Principal of Curriculum, All Teachers, Reading Coaches, Curriculum Specialist	8/8/2005	5/26/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

Formative:

August 2005 enrollment data

Summative:

May 2006 enrollment data

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Centennial Middle School ranked at the 16th percentile on the State of Florida ROI index. Specifically, Centennial ranked fifty four percent of the highest ROI value as compared to similar schools in the district. Fifty four percent of full academic students made learning gains in reading. Conversely, 46 percent of full academic students did not make learning gains in reading on the FCAT assessment. Fifty six percent of full academic students made learning gains in mathematics. Conversely, forty four percent of full academic students did not make learning gains in mathematics on the FCAT assessment. According to the 2002-2003 ROI index, Centennial ranked in the 6th percentile when compared to similar schools. The data shows that Centennial had an eighty seven percent decrease in efficiency and effectiveness as compared to all other schools. In contrast, the 2003-2004 ROI index reveals that Centennial increased in efficiency and effectiveness as compared to all other schools from six percent to sixteen percent. The total program cost per Weighted Full-Time Equivalent (WFTE) student has steadily increased by at least one percent every year.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals, Treasurer, Career Specialist- Administrative Assistant	8/8/2005	5/26/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Community Involvement Specialist	8/8/2005	5/26/2006
Consider shared use of facilities, partnering with community agencies.	Principal, Career Specialist- Administrative Assistant, Community Involvement Specialist	11/1/2005	4/28/2006

Research-Based Programs

N/A

Professional Development

Financial resources in-service for all teachers

Evaluation

On the next State of Florida ROI index publication, Centennial Middle School will show progress toward reaching the 20th percentile.

EESAC Compliance

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

Budget:

The EESAC recommended budget expenditures in the areas of instructional and curriculum materials and equipment through teacher submitted grants and proposals.

Training:

The EESAC recommended professional development for staff new to the school as well as continued staff development in the areas of math, reading, and writing throughout the curriculum to support the School Improvement Plan.

Instructional Materials:

The EESAC recommended the acquisition of instructional materials which would enhance the curriculum such as pocket dictionaries and other FCAT related materials.

Technology:

The EESAC recommended that the school support the Electronic Gradebook and continue to seek funds to improve the overall technology level of the school. Also, the EESAC recommends school-site professional development in the technology components of the School Improvement Plan.

Staffing:

The EESAC recommended the hiring and retention of highly qualified teachers and encouragement of teachers to become National Board Certified and Gifted endorsed.

Student Support Services:

The EESAC recommended that Student Services should continue to encourage parental involvement by holding parent/student conferences. In addition, the EESAC committee recommended a Curriculum Fair to showcase school offerings as well as new student orientation presentations in Spring 2006.

Other Matters of Resource Allocation:

The EESAC recommended that the school faculty and staff pursue professional development in grant writing as a source of alternate funding. In addition, the EESAC committee recommended increase awareness of private funding i.e. Target, Washington Mutual, and Ocean Bank.

Benchmarking:

The EESAC recommended receiving a quarterly report on the school's benchmarking efforts related to each School Improvement Objective.

School Safety & Discipline:

The EESAC recommended maintaining the focus on character building through the use of Kaleidoscope student activities. In addition, the EESAC recommended the participation of role models to motivate students to achieve. The EESAC recommended the school increase the number of students participating in character building clubs such as 5000 Role Models, Eves of Essence, D-Fy-It and recognition for Doing the Right Thing.

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent