
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6121 - Rubén Darío Middle School

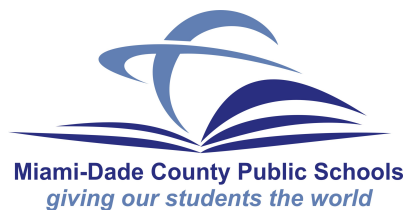
FeederPattern: Miami Coral Park Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Barbara Mendizabal

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Rubén Darío Middle School

The administration, faculty, and staff of Rubén Darío Middle Community School has great expectations for this school year. Many new programs and support systems have been implemented for the 2005-2006 school year which will provide additional opportunities for our students to achieve academic success.

Rubén Darío Middle Community School is located in unincorporated Miami-Dade County at 350 N.W. 97th Avenue. The school campus includes a 164,552 square-foot building of 64 classrooms, three computer laboratories, and a graphics technology laboratory, located on 12 acres of land. Approximately 985 students of varying ethnic, economic, and social backgrounds attend this learning institution. Rubén Darío Middle Community School offers a rigorous standards-based curriculum that includes Extended Foreign Language and Aerospace Science Magnet programs, gifted, learning disabled, emotionally handicapped, and English Speakers of Other Language, (ESOL) courses. An expanded gifted program, innovative inclusion model, and individualized instructional support for targeted students, have been incorporated into our curriculum to further meet the needs and challenges of the unique population that Rubén Darío Middle Community School serves.

Given instruction using the Sunshine State Standards, students in grades six through eight will increase by five percent their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students will improve their reading performance as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, limited English proficient students will improve their reading performance as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their reading performance as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will increase by five percent their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006

administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, limited English proficient students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing performance as evidenced by 90 percent of the students achieving the state required mastery level of 3.5 on the 2006 FCAT Writing assessment.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grade eight will improve their writing performance as evidenced by 90 percent of the students achieving the state required mastery level of 3.5 on the 2006 FCAT Writing assessment.

Given instruction using the Sunshine State Standards, limited English proficient students in grade eight will improve their writing performance as evidenced by 90 percent of the students achieving the state required mastery level of 3.5 on the 2006 FCAT Writing assessment.

Given instruction using the Sunshine State Standards, students with disabilities in grade eight will improve their writing performance as evidenced by 90 percent of the students achieving the state required mastery level of 3.5 on the 2006 FCAT Writing assessment.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 291 on the 2006 administration of the FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, Rubén Darío Middle Community School will demonstrate a five percent increase in parental and community involvement as evidenced by comparing the attendance rosters for the 2004-2005 and 2005-2006 school years.

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

Given an emphasis on the utilization of the electronic gradebook program, teachers will increase their usage of the Excelsior Electronic Gradebook program as evidenced by a 20 percent increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given emphasis on the importance of health and well-being in the physical and social development of students, the number of students taking advantage of the school clinic services will increase by ten percent during the 2005-2006 school year, as compared to the 2004-2005 school year.

Given emphasis on the benefits of students participating in enrichment activities, the number of students participating in enrichment activities will increase by ten percent during the 2005-2006 school year, as compared to the 2004-2005 school year.

Rubén Darío Middle Community School will improve its ranking on the State of Florida ROI index publication from the 29th percentile in 2003 to the 40th percentile on the next publication of the index.

After careful review and reflection of the results of the Organizational Performance Improvement Snapshot, the areas of Education Design and District Strategic Planning Alignment will be targeted for improvement measures. The score in the area of Education Design is 4.0 which indicates that there is some concern among the staff members regarding the resources and processes that they feel are essential for them to effectively complete their tasks. One of these resources has been identified as computer technology. Currently, a survey of the technology in the building has identified the number of computers that are functioning. As a result of this survey, 47 additional computers have been ordered for placement in classrooms throughout the building. As additional funding is available, more computers and printers will be ordered. The score in the area of District Strategic Planning Alignment was 3.9 which indicates that some of the staff members would like to provide more input into the development of school goals and objectives, and to some extent, they would like greater clarification of the relationship between their job and the objectives of the school. After the final results of this survey have been tallied, members of the leadership team will review the results and recommend a plan of action to target areas of need.

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.

Rubén Darío Middle School

VISION

The vision of Rubén Darío Middle Community School is to provide students with a safe, structured learning environment where they are provided with active and challenging learning activities in all academic areas.

MISSION

The mission of Rubén Darío Middle Community School is to educate all students in a safe, respectful, and disciplined culturally-diverse environment. Clear communication and challenging curriculum will empower students to become life-long learners and productive citizens in a world of work and technology.

CORE VALUES

At Rubén Darío Middle Community School, we strive to pursue high achievement standards, and promote character-building skills that produce compassionate, honest, responsible, citizens. We endeavor to develop meaningful relationships with our community stakeholders to support the academic and social welfare of our students.

School Demographics

The administration, faculty, and staff of Rubén Darío Middle Community School serve a diverse population of students consisting of 88 percent Hispanic, 2.3 percent White, seven percent African-American, and two percent other ethnicities. These students experience many challenges on a daily basis. Many come from homes where multiple families share a single dwelling, and some students are recent immigrants to the United States and are learning basic literacy skills. Many parents have second jobs to supplement their household incomes in order to meet the economic demands of supporting a family. These issues present our school with the challenges of teaching our students basic skills in reading, writing, mathematics, and social development. These challenges reinforce our commitment to student achievement because we believe that our children will overcome these challenges, and take advantage of the many opportunities available to them in their new country. Accordingly, Rubén Darío qualifies for Title I funding because of the economic status of our students. The school depends on these funds for many of our academic and enrichment programs, activities to promote parental involvement, additional after-school tutorial programs, supplemental academic materials, and access to social services. Our Community Involvement Specialist is responsible for visiting homes of students with excessive absences, coordinating parent information meetings through the Title I program, meeting with students, and serving as a liaison between the community and school. Parent meetings are held on a monthly basis in Spanish and English to provide parents with a variety of guest speakers. The speakers discuss topics of interest to parents such as, parent/school partnerships, homework assistance, reading guidance, importance of parental involvement, progress and grade reporting, etc., all in support of the student's educational process.

Rubén Darío's leadership team is comprised of one principal, Ms. Barbara A. Mendizábal, two assistant principals, Mr. James Powers, and Ms. Wandarece Ruan, and one assistant principal for Community Education, Ms. Rose Fernandez. The faculty is comprised of forty-five certified teachers, eight Exceptional Student Education teachers, two counselors, one Trust Counselor, one Career Specialist, one Media Specialist, two paraprofessionals, nine full-time clerks, two part-time clerks, seven full-time custodians, two part-time custodians, one cafeteria manager, eleven part-time cafeteria workers, one Title I Reading Leader, two Title I Community Involvement Specialists, one ESOL pull-out teacher, four security monitors, and one Technology Support Coordinator. The staff's ethnic composition is predominantly Hispanic, with 17% White, non-Hispanic, 11% Black, non-Hispanic, and four percent multi-ethnic. The bargaining units for the school employees are United Teachers of Dade (UTD), and AFSCME.

Rubén Darío Middle Community School provides education opportunities to adults through its Adult Education Program in the evenings. The community school operates four evenings a week with programs that include English courses, computer classes, and Graduate Equivalency Diploma (GED). Several students' parents participate in the Adult Education Program. Rubén Darío Middle Community School utilizes grant funds from the South Florida After-School All-Stars Middle School enrichment program to provide after-school tutoring in mathematics and reading, as well as, home learning assistance from 3:40 p.m. to 5:40 p.m. Students are given the opportunity to receive mathematics and language arts tutoring, and enrichment and cultural enhancement courses. Rubén Darío Middle Community School also has a shared partnership with Florida International University. FIU manages the ENLACE program which provides Limited English Proficient students with tutoring and supervision of home learning assignments. This program also contains a non-violence teaching component in which college students come to the school and work with our students on anger management, conflict resolution, and social skills.

Our ever-expanding commitment to student achievement also includes student health services. Jackson Memorial Hospital has been generous enough to provide the school with a full-time Registered Nurse, and Health Care Case Managers who provide health and health education services to all of our students, regardless of economic need or insurance. The nurse provides immunization injections, first aid, lectures to classes on health topics. She is also available to staff members in cases of emergencies. The Case Manager shares healthy lifestyle curriculum, including information on proper diet, exercise, and good health choices, to all students.

School Foundation

Leadership:

Staff members indicated by a score of 4.2 out of a possible 5.0, that they are satisfied with the direction provided by the leadership team.

District Strategic Planning Alignment:

Staff members indicated by a score of 3.9 out of a possible 5.0, that they would like to have more input in the goals and objectives set for the school.

Stakeholder Engagement:

Staff members indicated by a score of 4.2 out of a possible 5.0, that they are satisfied with the level of service delivered to their customers.

Faculty & Staff:

Staff members indicated by a score of 4.0 out of a possible 5.0, that they are satisfied with their work environment.

Data/Information/Knowledge Management:

Staff members indicated by a score of 4.4 out of a possible 5.0, that they are satisfied with their level of knowledge of assessment data.

Education Design:

Staff members indicated by a score of 4.0 out of a possible 5.0, that they are satisfied with their ability to effectively perform their duties.

Performance Results:

Staff members indicated by a score of 4.1 out of a possible 5.0, that they are satisfied with the quality of program delivery and organizational standards at this school.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Rubén Darío Middle Community School is committed to selecting the most qualified teachers available. To attract highly qualified teachers, the school participates in student teaching programs with local colleges and universities, attends teacher fairs, positively promotes the school in the community, and thoroughly screens potential applicants. To retain our new teachers, we have developed a beginning teacher program that provides support, mentorship, and collegial, collaborative learning opportunities to assist new faculty members in their professional development.

• Highly Qualified, Certified Administrators:

Rubén Darío Middle Community School's leadership team consists of the principal, Barbara A. Mendizábal, who has a Bachelor's Degree in English Literature, Master's Degree in English Education, and a Specialist's Degree in Educational Leadership and 14 years experience in the field of education. As an administrator, Ms. Mendizábal has implemented several programs and initiatives to increase student achievement such as, an FCAT Action Plan, a process-writing program, and has facilitated professional development activities for content area and elective teachers to support the teaching of the Sunshine State Standards. She has also implemented tutorial programs, and offered intensive classes to low-performing students.

Mr. James Powers, an Assistant Principal, has a Bachelor's Degree in History and a Master's Degree in Educational Leadership and has 17 years of experience in the education field. Mr. Powers has worked at low-performing schools throughout his education career. In his leadership positions as department chairperson, team leader, and assistant principal, he has supported and facilitated tutorial and skills-building programs for low-achieving students.

Ms. Wandarece Ruan, an Assistant Principal, holds a Bachelor's Degree in English Literature and a Master's Degree in TESOL and has 15 years of experience in education. Her experience with low-performing students includes serving as team leader, department chairperson, and reading leader in students-at-risk programs. As an administrator at a state-monitored school, Ms. Ruan developed programs specifically aimed at raising the achievement level of low-performing students, and increasing the graduation rate of the high school students.

• Teacher Mentoring:

Beginning teachers participate in a Beginning Teacher Program which includes monthly informational meetings that address all aspects of classroom instruction, including classroom management, lesson planning, recordkeeping, parent conferencing, assessments, etc. These teachers are assigned professional growth teams to guide them through the instructional components necessary for them to become effective teachers. They are also school-site mentors to provide support and guidance on a regular basis.

• School Advisory Council:

The Educational Excellence School Advisory Council recommends that all instructional personnel continue to participate in professional growth activities, receive training in best practices for secondary schools, assessment analysis, and differentiated instruction. The EESAC supports the technology training necessary to ensure that our instructional personnel is knowledgeable of the latest educational trends and computer-assisted programs utilized in classrooms.

• Extended Learning Opportunities

Early Bird Tutoring classes are offered for ESOL and ESE students to provide them with additional instruction in the Sunshine State Standards. Intensive mathematics classes are offered to all students who scored at level 1 on the 2005 FCAT test in mathematics. Reading and mathematics skills-building classes are also offered during our after-school program for students not meeting high standards in reading and mathematics on the FCAT. Pull-out tutoring in reading and mathematics is available to LEP and ESE students, and also to those students who scored 20 points from levels 3 or 4 on the 2005 FCAT test in reading and mathematics.

• School Wide Improvement Model

Rubén Darío Middle Community School utilizes the Plan Do Study Act Model to improve student achievement. Teachers use instructional focus calendars, district scope and sequences, and assessment results to determine the instructional focus, analyze assessment data, reinforce teaching and learning, and monitor progress. Teachers meet with their department on a bi-weekly basis to review elements of the focus calendar and make revisions as needed.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will master the skills necessary to exceed the state proficiency standards in reading.

Needs Assessment

An analysis of the data reveals that 46 percent of the students in grades six through eight are meeting high standards in reading. Further breakdown of the reading clusters show that students in grade six increased performance by seven percent in the word/phrases cluster, as well as, a seven percent increase in the reference/research cluster. Conversely, the data also reveals that there was a five percent decrease in the main idea/purpose cluster, as well as a two percent decrease in comparisons. Additionally, the seventh grade data demonstrates a 17 percent decrease in the comparisons cluster, a seven percent decrease in reference/research, and a four percent decrease in the main idea/purpose cluster. The words/phrases cluster showed no gain for grade seven students. Finally, eighth grade students demonstrated marked improvement in the reference/research cluster, demonstrating a gain of 24 percent. However, there was a 10 percent decrease in comparison, and a six percent decrease in the words/phrases cluster. Eighth grade students demonstrated no gain in the main idea/purpose cluster. Even though the data reveals some gains, the majority of students in grades six through eight scored either level 1 or level 2 on the Reading portion of the 2005 FCAT Reading test. Therefore, the percentage of students scoring either levels 3, 4, or 5 needs to increase. Furthermore, analysis and reflection of this data underscore the need for additional teacher professional development in the areas of reading comprehension and reading fluency. Teachers also need to focus on the academic instruction of reading benchmarks that show the highest level of deficiency.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 increase by five percent their reading skills on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students will improve their reading performance as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, limited English proficient students will improve their reading performance as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their reading performance as evidenced by 44 percent scoring at a 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 specific reading and E.S.O.L strategies to facilitate and support the reading process.	Assistant Principal for Curriculum, Language Arts Department Chairperson, ESOL Department Chairperson	8/15/2005	5/19/2006
Implementation of the Plan Do Study Act Model by all teachers to ensure alignment of data analysis, assessment and remediation of skills not mastered for improved student achievement.	Principal, Assistant Principal for Curriculum	8/15/2005	5/19/2006
Administer district pre and post reading assessments to monitor student progress.	Language Arts Department Chairperson, Assistant Principal for Curriculum	8/15/2005	5/19/2006
Establish and maintain intensive reading classes for all FCAT level 1 and 2 students, to provide additional reading instruction and support.	Principal, Assistant Principal for Curriculum	8/15/2005	5/19/2006
Implement Instructional Focus Calendars by teachers which center on tested FCAT Reading Benchmarks.	Assistant Principal for Curriculum	8/15/2005	5/19/06
Conduct 30 minutes of independent reading for all students.	Principal	8/15/2005	5/19/2006
Incorporate reading pull-outs and differentiated	Principal	8/15/2005	5/19/2006

instruction for L.E.P. and transitional students who are less than 20 points from their reading grade levels, to focus on specific benchmark needs.			
Provide advanced academic students with enrichment activities focusing on research-based projects and reports that reinforce individual interest and performance.	Assistant Principal for Curriculum, ESE Department Chairperson	8/15/2005	5/19/2006
Implement the Collaborative Strategic Reading model and the Strategic Instruction Model to support students in sub-groups (L.E.P., Students with disabilities.)	Reading Coach, ESE Department Chairperson, ESOL Department Chairperson	8/15/2005	5/19/2006
Provide before and after school tutorial programs for targeted sub-groups.	Principal, Community School Assistant Principal, After-School Program Coordinator	8/15/2005	5/19/2006
Implementation of the Plan Do Study Act Model by all teachers to ensure alignment of data analysis, assessment and remediation of skills not mastered for improved student achievement.	Principal, Assistant Principal for Curriculum	8/15/2005	5/19/2006
Administer reading benchmark assessments to monitor student progress.	Language Arts Department Chairperson, Assistant Principal for Curriculum	8/15/2005	5/19/2006

Research-Based Programs

The Language Arts/Reading classes utilize state-adopted textbooks which include, but are not limited to, Bridges to Literature and The Language of Literature in the core curriculum. Additionally, teachers instructing the Intensive Reading Plus classes are using the Scholastic Read 180 program.

Professional Development

District-sponsored inservices in the areas of instructional focus calendar development, differentiated instruction, CRISS strategies, and other areas that focus on improvement of reading comprehension. Collaborative planning and sharing of best practices during department meetings.

Evaluation

All strategies will be evaluated by:

The 2006 administration of the FCAT Reading Test

District Pre- and Post- reading assessments

Administration of quarterly Oral Reading Fluency (ORF) tests to Level 1 and 2 reading students

Continuous analysis of data from the Progress Monitoring and Reporting Network (PMRN)

Reading benchmark assessments by Language Arts teachers

Periodic review of teachers' lesson plans by administrators, academic conversations, and review of quarterly data

Quarterly assessments via STAR (Standardized Testing for the Assessment of Reading) and Accelerated Reader programs

Individualized teacher alternative or authentic assessments

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will exceed the state proficiency standards in mathematics.

Needs Assessment

The results of the 2005 FCAT Mathematics Test indicate that 42 percent of the sixth grade students scored at or above level 3. This is an indication that 58 percent need to meet high standards. Likewise, 50 percent of the seventh grade students scored at or above level 3, indicating that 50 percent need to meet high standards. Forty percent of the eighth grade students scored at or above level 3, indicating that 60 percent need to meet 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will increase by five percent their mathematics skills on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, limited English proficient students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implementation of Instructional Focus Calendars correlated to the district's Scope and Sequence for the teaching and assessments of the benchmarks.	Assistant Principal for Curriculum, Mathematics Department Chairperson	8/15/2005	5/19/2006
Provide before and after school tutoring for students to enhance their mathematical skills.	Principal	8/15/2005	5/19/2006
Provide individualized tutoring for students who are 20 points from achieving a level 3 on the FCAT.	Principal, Mathematics Department Chairperson	8/15/2005	5/19/2006
Implementation of the Plan Do Study Act model.	Principal, Assistant Principal for Curriculum	8/15/2005	5/19/2006
Provide advanced academic students with enrichment opportunities that will reinforce their interest and performance.	Assistant Principal for Curriculum, ESE Department Chairperson	8/15/2005	5/19/2006
Use calculators and heterogeneous cooperative groups to assist students with different learning styles.	Mathematics Department Chairperson, Assistant Principal for Curriculum	8/15/2005	5/19/2006
Provide mathematics pull-out sessions and differentiated instruction for LEP and student with	Assistant Principal for Curriculum, Mathematics Department Chairperson	8/15/2005	5/19/2006

disabilities to focus on specific benchmark needs.			
Provide Intensive Mathematics classes for all students scoring at level 1 in mathematics on the FCAT.	Principal	8/15/2005	5/19/2006

Research-Based Programs

The mathematics department utilizes textbook series which include:

Glencoe – Middle School Program Course 1, 2 and 3

Glencoe – Pre-Algebra Program

Cognitive Tutor – Algebra I Honors

Cognitive Tutor – Geometry Honors

Professional Development

District-sponsored inservices in the areas of instructional focus calendar development, differentiated instruction, incorporation of manipulatives into instructional activities, and other areas that focus on improvement of mathematics instruction.

Collaborative planning and sharing of best practices during department meetings.

Evaluation

All strategies will be evaluated by:

The 2006 administration of the FCAT Mathematics Test

Assessments of benchmarks correlated to the Instructional Focus Calendar

FCAT Practice Test to re-assess benchmarks

Individualized teacher alternative or authentic assessments

District assessments

GOAL 3: WRITING

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

Florida Education Priorities

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

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

All students in eighth grade will meet the state proficiency standards in writing.

Needs Assessment

An analysis of the data reveals that 76 percent of students in grade eight met high standards in writing. Specifically, students scored an average of 3.4 in persuasive writing, which is a one-tenth of a percent increase from the previous year. However, there was a decrease in the average student score in expository writing, with student scores declining from 3.7 percent in 2004, to 3.5 in 2005. This demonstrates a need for additional instruction in both persuasive and expository writing. Additionally, Limited English Proficient students and Students with Disabilities both demonstrated a one percent decrease in their writing performances. Therefore, an increased effort must be made to target students in sub-groups to assist them with their writing needs.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing performance as evidenced by 90 percent of the students achieving the state required mastery level of 3.5 on the 2006 FCAT Writing assessment.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grade eight will improve their writing performance as evidenced by 90 percent of the students achieving the state required mastery level of 3.5 on the 2006 FCAT Writing assessment.

Given instruction using the Sunshine State Standards, limited English proficient students in grade eight will improve their writing performance as evidenced by 90 percent of the students achieving the state required mastery level of 3.5 on the 2006 FCAT Writing assessment.

Given instruction using the Sunshine State Standards, students with disabilities in grade eight will improve their writing performance as evidenced by 90 percent of the students achieving the state required mastery level of 3.5 on the 2006 FCAT Writing assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implementation of the Plan Do Study Act model by teachers to ensure alignment of data analysis, assessment and remediation of skills not mastered for improved student achievement.	Principal, Assistant Principal for Curriculum	8/15/2005	5/19/2006
Administer district pre and post writing assessments to monitor student progress.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/15/2005	5/19/2006
Implement the Six Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions), to focus and develop specific writing skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/15/2005	5/19/2006
Develop Instructional Focus Calendars, which center on the Six Traits of Writing.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/15/2005	5/19/2006
Develop mini-lessons, targeting specific grammar skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/15/2005	5/19/2006
Provide students with an array of writing opportunities that include, but are not limited to, essays, journals, short stories, research papers, and writing projects in order to further develop writing skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/15/2005	5/19/2006

Provide advanced academic students with enrichment activities, including research-based reports, to focus on individual interests and needs.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/15/2005	5/19/2006
Incorporate writing pull-outs and differentiated instruction for L.E.P. students, to develop writing skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/15/2005	5/19/2006
Implement the Strategic Instruction Model to support Students with disabilities.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/15/2005	5/19/2006
Provide tutorial program to assist students in improving their writing skills.	Assistant Principal for Curriculum, Language Arts Department Chairperson	8/15/2005	5/19/2006

Research-Based Programs

The Language Arts classes utilize state-adopted textbooks which include, but are not limited to, English, by Houghton Mifflin, in the core curriculum.

Professional Development

District-sponsored inservices in the areas of instructional focus calendar development, differentiated instruction, CRISS strategies, and other areas that focus on the six traits of writing and process writing development.

Collaborative planning and sharing of best practices during department meetings.

Evaluation

All strategies will be evaluated by:

The 2006 administration of the FCAT Writing Assessment

District Pre- and Post- Writing assessments

Administration of site-developed persuasive and expository essays to analyze student writing, and to make adjustments in teacher instruction of writing skills

Teacher assessment of student writing samples which target specific writing techniques

Teacher review and editing of student writing to provide feedback in deficient areas for additional practice

Review of teacher-made assessments which test specific grammar skills

Periodic evaluation of student writing portfolios by Language Arts Teachers

Periodic review of teachers' lesson plans by administrators, academic conversations, and review of quarterly data

Individualized teacher alternative or authentic assessments

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 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 4 STATEMENT:

All students in grade eight will meet the state proficiency standards in science.

Needs Assessment

Based on the 2005 FCAT scores in Science, Rubén Darío Middle Community School's mean scale score was below that of the district. Students need to earn an additional 27 points to meet the current state mean scale score. On the physical and chemical subsection of the 2005 FCAT, students' mean score was equal to the mean score of the district and needs to increase by one point to meet the current state mean scale score. On the Earth and Space subsection, students' mean scale score was equal to the mean scale score of the district and needs to increase by one point to meet the current state's mean scale score. On the Life and Environment subsection of the test, students' mean scale score was equal to the mean score of the district and will need to increase by one point to meet the current state mean scale score. On the Scientific Thinking subsection of the test, students' mean scale score was equal to the mean scale score of the district and will need to increase by one point to meet the current state mean scale score.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to meet the district mean scale score of 291 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implementation of the Plan Do Study Act model by teachers to ensure alignment of data analysis, assessment, and remediation of skills not mastered.	Assistant Principal for Curriculum, Science Department Chairperson	8/15/2005	5/19/2006
Use of the department written pre, interim, and post test to monitor student progress and isolate areas of deficiency during the school year.	Assistant Principal for Curriculum, Science Department Chairperson	8/15/2005	5/19/2006
Implementation of the District's Curriculum Map/Scope and Sequence and site-based instructional focus calendar based upon the Sunshine State Standards.	Assistant Principal for Curriculum, Science Department Chairperson	8/15/2005	5/19/2006
Plan collaboratively with teachers who teach science to ESE and LEP students in an effort to align science curriculum.	Principal, Assistant Principal for Curriculum, Science Department Chairperson	8/15/2005	5/19/2006
Provide advanced academics students with enrichment opportunities which focus on individual interests and needs.	Assistant Principal for Curriculum, Science Department Chairperson	8/15/2005	5/19/2006
Provide all students with the opportunity to engage in a minimum of 20 hands-on and computer-based laboratory activities for the benefit of learning science terminology and processing skills.	Assistant Principal for Curriculum, Science Department Chairperson	10/18/2005	5/19/2006

Research-Based Programs

The science department will utilize the current state-adopted textbooks, published by Glencoe and Holt-Reinhardt and Winston.

Professional Development

District-sponsored inservices in the areas of instructional focus calendar development, differentiated instruction, and inquiry-based questioning techniques.

Collaborative planning and sharing of best practices during department meetings.

Evaluation

All strategies will be evaluated by:

2006 FCAT Science Test

Assessments of benchmarks correlated to the Instructional Focus Calendar

FCAT Practice Test to re-assess benchmarks

Individualized teacher alternative or authentic assessments

District assessments

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

The school will encourage increased parent participation in school-related programs and activities.

Needs Assessment

An examination of the parental involvement trends at Rubén Darío Middle Community School reveals that attendance has been high at extracurricular events such as student productions and presentations, book fairs, and performances. Parental participation has also been high at our annual Open House, however, parental involvement in our PTSA, EESAC meetings needs improvement.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, Rubén Darío Middle Community School will demonstrate a five percent increase in parental and community involvement as evidenced by comparing the attendance rosters for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Actively recruit parents at school events to join parent organizations.	Principal, Community Involvement Specialist, PTSA president, EESAC chairperson	8/15/2005	5/19/2006
Offer inservices on topics of interest to parents at Title I monthly seminars.	Community Involvement Specialist	8/15/2005	5/19/2006
Convey information about school events via many modes, i.e., flyers, telephone calls, marquee, local newspaper, etc.	Principal, Community Involvement Specialist	8/15/2005	5/19/2006
Elicit parent participation in decision-making process of school issues and reforms.	Principal, Community Involvement Specialist, PTSA president, EESAC chairperson	8/15/2005	5/19/2006
Arrange the Parent Center to be an attractive and accessible area for parents to obtain important information about educational and social programs in the school.	Principal, Community Involvement Specialist	8/15/2005	5/19/2006
Feature special family and/or school events at the parent center and on the school website.	Principal, Community Involvement Specialist, Computer Technician	8/15/2005	5/19/2006

Research-Based Programs

The following organization serves as a research-based program:

National PTA Standards for Parent and Family Involvement

Professional Development

Not Applicable

Evaluation

All strategies will be evaluated by:

Attendance rosters at Open House, Title I monthly seminars, EESAC meetings, PTSA meetings

PTSA membership

Parent Surveys

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

The school will improve the level of safety on campus.

Needs Assessment

An analysis of the School Discipline data indicates that approximately 17 percent of the student population served in-school suspensions and 13 percent served out-of-school suspensions. Both suspension rates are one percent higher than the district’s suspension rates. The School Demographics report shows that 11 percent of students were absent 21 days or more.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of suspensions 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
Establish a discipline committee.	Principal, Assistant Principal	8/15/2005	5/19/2006
Communicate with parents through the electronic telephone dialing system.	Principal, Assistant Principal	8/15/2005	5/19/2006
Promote the "Do the Right Thing" program.	Trust Counselor	8/15/2005	5/19/2006
Implement a truancy prevention program.	Principal, Assistant Principal	8/15/2005	5/19/2006
Promote the Peer Counseling Program to teach students conflict resolution skills.	Trust Counselor	8/15/2005	5/19/2006
Create an attendance incentive program.	Principal, Assistant Principal	8/15/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

District inservices on discipline and safety, attendance improvement, conflict resolution

Evaluation

All strategies will be evaluated by:

Suspension data on District and State Discipline Reports

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will increase the usage of the Excelsior Electronic Gradebook program.

Needs Assessment

An analysis of the electronic gradebook program usage data indicates that only 50 percent of teachers are currently implementing the gradebook program on a regular basis. The level of usage was greater during the previous school year, but technology constraints and the incompatibility of our current computers to the new software program, has reduced the number of teachers utilizing the program.

Measurable Objective

Given an emphasis on the utilization of the electronic gradebook program, teachers will increase their usage of the Excelsior Electronic Gradebook program as evidenced by a 20 percent increase 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
Monitor utilization of electronic gradebook program.	Excelsior Gradebook Manager, Principal	8/15/2005	5/19/2006
Provide hands-on training on a quarterly basis.	Excelsior Gradebook Manager	8/15/2005	5/19/2006
Maintain program components on a regular basis to ensure proper operation.	Computer Technician	8/15/2005	5/19/2006
Increase the number of availability of computers.	Principal, Computer Technician	8/15/2005	5/19/2006
Provide on-going technology and data analysis support.	Excelsior Gradebook Manager, Computer Technician	8/15/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

Training in data analysis and recordkeeping

Training for Gradebook Manager and Computer Technician

Evaluation

All strategies will be evaluated by:

Utilization of the electronic gradebook program by 100 percent of the faculty

Efficient and accurate recording and electronic submission of grades

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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 type="checkbox"/>

GOAL 8 STATEMENT:

All students will increase their awareness of health and physical fitness.

Needs Assessment

An analysis of the 2004-2005 School Demographics Report shows that 11 percent of the students were absent 21 days or more, many due to illness. Additionally, the results of the Monthly Statistics Summary provided by the school nurse shows that 242 students and three staff members were treated for various illnesses during the 2004-2005 school year. Health, proper nutrition, and physical fitness are essential to students' physical, mental and social well-being to enable them to become successful learners.

Measurable Objective

Given emphasis on the importance of health and well-being in the physical and social development of students, the number of students taking advantage of the school clinic services will increase by ten percent during the 2005-2006 school year, as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide health, nutrition, and physical fitness seminars to students.	School Nurse, Health Program Case Managers	8/15/2005	5/19/2006
Provide vaccines to eligible students at no cost.	School Nurse	8/15/2005	5/19/2006
Conduct health education classes for parents.	School Nurse	8/15/2005	5/19/2006
Assess students' fitness levels to promote early referral of health issues.	School Nurse	8/15/2005	5/19/2006
Provide healthy lifestyle information to teachers.	School Nurse	8/15/2005	5/19/2006
Refer students who display signs of emotional distress to the student services department.	Grade Level Counselors	8/15/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

Health seminars provided by School Nurse and Health Program Case Managers from Jackson Memorial Hospital

Evaluation

All strategies will be evaluated by:

A decrease in number of student absences related to minor health issues.

An increase of number of students receiving services from the school clinic.

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"/>

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

The school will increase student participation in elective and enrichment activities.

Needs Assessment

An examination of the Master Schedule for Rubén Darío Middle Community School indicates that approximately 35 percent of the students are enrolled in Intensive Reading and/or Intensive Mathematics classes, in lieu of one or more elective classes.

Measurable Objective

Given emphasis on the benefits of students participating in enrichment activities, the number of students participating in enrichment activities will increase by ten percent during the 2005-2006 school year, as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase student membership in the All-Stars After-School program.	Community School Assistant Principal, After-School Programs Coordinator	8/15/2005	5/19/2006
Encourage membership in various clubs and organizations.	Club Sponsors, Assistant Principal for Activities	8/15/2005	5/19/2006
Provide additional opportunities for students to participate in live performances.	Fine Arts Department Chairperson, Principal	8/15/2005	5/19/2006
Participate in the Miami-Dade County Youth Fair competitions.	Principal, Assistant Principal for Activities, Youth Fair Liaison,	8/15/2005	5/19/2006
Increase number of students participating in the Magnet Program.	Principal, Assistant Principal for Curriculum, Magnet Lead Teacher	8/15/2005	5/19/2006
Host a literary arts fair to showcase student achievement in the arts.	Fine Arts Department Chairperson, Reading Coach, Media Specialist	8/15/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

Select staff members will participate in district-sponsored inservices focusing on expanding enrichment program offerings in the school.

Evaluation

All strategies will be evaluated by:

Number of students participating in enrichment programs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Rubén Darío Middle Community 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 Florida Department of Education indicate that in 2003, Rubén Darío Middle Community School ranked at the 29th percentile on the State of Florida ROI index.

Measurable Objective

Rubén Darío Middle Community School will improve its ranking on the State of Florida ROI index publication from the 29th percentile in 2003 to the 40th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use school funds and resources more efficiently.	Principal	8/15/2005	5/19/2006
Collaborate with the district on resource allocation.	Principal	8/15/2005	5/19/2006
Take advantage of a broader resource base.	Principal	8/15/2005	5/19/2006
Consider partnering with community agencies.	Principal	8/15/2005	5/19/2006

Research-Based Programs

Not Applicable

Professional Development

Staff members will participate in district-sponsored inservices on grant-writing and other forms of funding sources.

Evaluation

On the next State of Florida ROI index publication, Rubén Darío Middle Community School will show progress toward reaching the 90th 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 the financial resources that should be used to ensure successful implementation of the School Improvement Plan (SIP) by funding programs that focus on initiatives that will promote the school's effort to meet or exceed our projected objectives. The EESAC has also reviewed the school's budget to determine areas that the council can provide funds to supplement educational programs.

Training:

The EESAC endorsed and recommended that all instructional personnel continue to participate in professional growth activities. The EESAC supported technology training to ensure that the instructional personnel is knowledgeable of the latest trends and technological advancements, especially related to usage of the Excelsior Gradebook Program.

Instructional Materials:

The EESAC recommended and supported the adoption of any instructional program that promotes the achievement of goals established in the School Improvement Plan.

Technology:

The EESAC recommended and supported the expansion and acquisition of additional technology at our school.

Staffing:

The EESAC supported the district's goal of recruiting and retaining effective, highly qualified teachers.

Student Support Services:

The EESAC recommended and supported maximizing services offered by the members of the Student Services Department. The counselors, school nurse, and listeners that support student concerns are an essential component in the achievement of the School Improvement Plan goals.

Other Matters of Resource Allocation:

The EESAC reviewed and made recommendations in the area of human resource allocation as it relates to security monitors and school safety.

Benchmarking:

The EESAC reviewed and supported initiatives to ensure that progress is made toward reaching state and district benchmarks and goals. Additionally, the EESAC evaluated and provided feedback on progress of initiatives at various evaluation points throughout the school year.

School Safety & Discipline:

The EESAC recommended and supported initiatives and strategies to promote school safety and reduce discipline issues.

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