
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6141 - Charles R. Drew Middle School

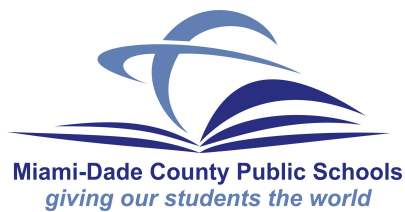
FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Gwen Coverson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Charles R. Drew Middle School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Charles R. Drew Middle School will institute an instructional program with strong focus on literacy from sixth to eighth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessments which monitors student progress through a variety of assessments including bi-weekly assessments, quarterly assessments and interim assessments which yield student performance data that will be carefully analyzed and used to focus instruction accordingly. Data collected from Charles R. Drew Middle School indicates that as students transition from one level to another their academic scores decrease. In response to this data, Charles R. Drew Middle School will implement a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. The sixth grade curriculum course, Classroom Inc, reflects the content of these activities.

Students at Charles R. Drew Middle School will participate in a Career Fair which will be held each year in April. This Career Fair will bring together students and community businesses in an effort to develop a real-life connection between students' work in school, and their choice of career.

Students in grades six through eight will be required to produce an annual comprehensive project that will bring concrete purpose and meaning to a wide range of content areas. Students' research projects will further prepare them for life beyond the secondary school experience by requiring independent research, planning, writing, and presentation. Research projects will be required of each student as part of a promotional activity to be completed and presented at the end of the school year.

Charles R. Drew Middle School recognizes that good instruction is the foundation that fosters learning. To address this priority, professional development for teachers and administrators will be utilized to help them choose the most appropriate technology and instructional strategies needed to meet the identified goals based on the appropriate data pertaining to students' needs. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure that the learning strategies are effectively infused into the learning process. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Charles R. Drew Middle School.

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 a level 3 or higher on the 2006 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 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 a level 3 or higher on the 2006 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Free and Reduced Lunch students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 FCAT Reading Test.

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

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by fifty 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 (SWD) in grades six through eight will improve their mathematics skills as evidenced by fifty percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Free/Reduced Lunch students in grades six through eight will improve their mathematics skills as evidenced by fifty 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 increase their writing skills as evidenced by 69% of the students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

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 or exceed the district's mean scale score on the administration of the 2006 FCAT Science test as compared to the 2005 FCAT Science test.

Given the need to strengthen the link between the home, school and community in order to support the efforts of improving student achievement, Parent/Family Involvement Program will improve by showing a 4% increase in the number of parents participating in school activities and parent trainings in the school. This will be evident by comparing the parent attendance rosters for the 2004-2005 and 2005-2006 school

years.

Given the need to raise student academic achievement levels, the Student Services Department will work to secure a 5% decrease in the total number of indoor and outdoor suspensions as evidenced by Case Management Forms. To achieve this objective, the number of suspensions will drop to 772 for the 2005-2006 school year as compared to 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader, FCAT Explorer, Riverdeep and Classworks as evidenced by a 10 percent increase during the 2005-2006 school year as compared to 2004-2005 school year.

Given instructions based on the Miami Dade County Public Schools mandate FITNESSGRAM standards, students in grades six through eight will improve their 5 Subtest skills as evidenced by 20 percent of the students mastering five out of six skills on the 2005-2006 administration of the FITNESSGRAM Test as compared to 2004-2005.

The number of students enrolled in the magnet program will increase by five (5) percent as compared to the 2004-2005 enrollment.

Charles R. Drew Middle School will improve its ranking on the State of Florida ROI index publication from the 45th percentile in 2003 to the 50th percentile on the next publication of the index.

The results of the 2005-2006 Organizational Performance Improvement Snapshot survey tool revealed a need for improvement in the areas of Business Results and Human Resource Focus. The data collected demonstrated that staff as a whole perceives that they cooperate as a cohesive unit, but there is a need for increased collaboration and support. Additionally, staff indicated that increase recognition of individual contribution, on a consistent basis, would foster a positive working environment.

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.

Charles R. Drew Middle School

VISION

We are committed to ensure achievement of high academic standards for all students.

MISSION

"In the pursuit of Excellence", the staff at Charles R. Drew Middle Community School will work to ensure the maximum development of each student intellectually, socially, morally, physically, and culturally. This will prepare our students to thrive in the twenty-first century.

CORE VALUES

Excellence

We have high expectations for all stakeholders and encourage continuous improvement to impact student achievement

Citizenship

We foster an environment which respects the diversity of our community by working as a team to guarantee the educational success of all our students. We recognize that our responsibility reaches beyond our professional duties to advocate a democratic society.

Responsibility

We seek to instill qualities that will prepare students to seek and obtain academic excellence.

School Demographics

Percentage of Beginning Teachers 15%
Percentage of Student Average Attendance 93.5
Percentage of Free/Reduced Lunch 87%
Percentage of LEP .06%
Percentage of ESE 21%
Mobility Index 37
School Enrollment for next year: 1,000
Percentage of Utilization permanent and relectable 98%
Title I Characterization Yes
Number of Paraprofessionals 7
Number of Teachers 47
Number of Level 1&2 Students in Reading 544
Number of Level 1&2 Students in Math 483
Class size 24

Charles R. Drew Middle School is located at 1801 NW 60th Street, in the Liberty City Community. Drew Middle opened its doors to the Liberty City Community in 1967 on 8.5 acres. The neighborhood surrounding Charles R. Drew Middle School is a moderate-socioeconomic area, where in 2005 over 91 percent of the properties sold within a one mile radius of the school sold for up to \$150,000.

The school has a current enrollment of 836 students. The student population is 94 percent African American and 6 percent Hispanic. Approximately 86 percent of the students qualify for free or reduced lunch; therefore, Title I services are provided. The Exceptional Student Education Program enrollment is 21 percent; Five (5) percent Gifted, five (5) percent Emotionally Handicapped, one percent ESOL, one percent Speech/Language Impaired, 11 percent Specific Learning Disabled and 2.5 percent other. The Talent Magnet Program consist of 23 percent of the total student population. The average attendance for the school is 93.5 percent.

There are 47 classroom teachers, nine (9) Exceptional Student Education teachers, three (3) guidance counselors, one (1) TRUST counselor, one (1) Career Specialist, two (2) Reading Coaches, one (1) Math Coach and seven (7) paraprofessionals employed at Charles R. Drew Middle School. Three (3) administrators (one principal, one administrative assistant, and 2 assistant principals) manage the school. The instructional staff is comprised of 13 percent beginning teachers. Thirty-three percent of the instructional staff hold Masters Degrees, eight (8) percent hold Specialist Degrees and one (1) percent holds Doctoral Degrees. The percent of new teachers to the school is 33 percent.

At Charles R. Drew Middle School, several research-based programs are implemented to enhance the academic achievement of students. These include: Soar to Success, READ 180, READ XL, Accelerated Reader, Reading Plus, FCAT Explorer, RiverDeep, Classworks and utilization of the inclusion model for the Exceptional Student Program.

Charles R. Drew Middle School is a part of the Miami Northwestern Senior High School Feeder Pattern. This feeder pattern includes seven elementary schools and two middle schools.

The School Accountability Report revealed that 24 percent of the student population met high standards in reading, 28 percent in

mathematics and 68 percent in writing. Fifty eight percent of the student population made learning gains in reading, 64 percent in mathematics and 72 percent of the lowest 25 percentile made learning gains in Reading. According to the Adequate Yearly Progress Report, 21 percent of the African American and Economically Disadvantaged students scored at or above grade level in Reading and 24 percent of the students scored at or above grade level in mathematics. Twenty eight percent of the Hispanic students scored at or above grade level in reading and 32 percent scored at or above grade level in mathematics.

School Foundation

Leadership:

Results from the Organizational Performance Improvement Snapshot survey reflected an overall score of 4.0, which indicated that staff as a whole feels that the leadership identifies with the vision and mission of the district as well as the school. The assessment also revealed that staff members understand that leadership does in fact make a concerted effort to involve them in the overall operation of the school, thus fostering sense of ownership and motivation toward the attainment of said goals and objectives.

District Strategic Planning Alignment:

Results from the Organizational Performance Improvement Snapshot survey revealed an overall score of 3.9 in this area, which indicated that staff members are in tune with the goals and objectives outlined as it pertains to individual achievement. The administration will make an effort to involve all personnel in future planning geared to meeting the school's goals.

Stakeholder Engagement:

Results from the Organizational Performance Improvement Snapshot survey reflected an overall score of 4.1 in this category. This indicated that staff members are cognizant of the needs of our customers, and are equipped to deal with those needs in an effective manner. Staff members also feel that customers are receptive to the effort put forth in meeting their needs.

Faculty & Staff:

Results from the Organizational Performance Improvement Snapshot survey reflected an overall score of 3.9 in this category. This indicated that employees felt that they worked together as a cohesive unit, but increased cooperation is needed for continued improvement with regard to the overall operation of the school.

Data/Information/Knowledge Management:

Results from the Organizational Performance Improvement Snapshot survey reflected an overall score of 4.2 in this category. This indicated that staff had an overall understanding in the role that data plays in the educational framework as it pertains to achievement. A 4.1 score on the Snapshot in the leadership category of the Snapshot indicated that staff members are confident that they are being provided with adequate information to make strategic decisions regarding instruction. Additionally, the survey also indicates that employees feel that they are provided with adequate training and information to make strategic decisions in utilizing data to make decisions about the quality of their work.

Education Design:

The Organizational Performance Improvement Snapshot survey reflected an overall score of 3.9 in this category. This indicated that staff members feel that there is an effective process for completing tasks over which they have control. The survey also revealed that staff members feel that they are not provided with the necessary resources to accomplish certain tasks.

Performance Results:

Results from the Organizational Performance Improvement Snapshot Assessment reflected a 4.1 overall score in this category, which indicated that staff members consider their work to be of high quality with customer satisfaction also at a high level. A 3.9 score on the Snapshot also revealed Staff members also agree that the organization they work with is ethically and morally sound. However, a significant number of staff indicate that they are unaware of the financial operations at their school.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Charles R. Drew Middle School participated in the District Teacher Recruitment Fair to attract qualified teachers. The Applicant Tracking System and the interview process assists us in selecting high quality teachers with advance degrees and teaching experiences.

We offer support, training and professional development to retain highly qualified teachers. We also move our high quality teachers into leadership positions such as Department Chairpersons, Team Leaders, Leadership Team, and they participate in professional growth teams as mentors.

• Highly Qualified, Certified Administrators:

The administrative team at Charles R. Drew Middle School is highly qualified with 27 years of combined classroom experience and 22 years of combined leadership/administrative experience.

1. Dr. Gwen S. Coverson, Principal, has 17 years experience as a classroom teacher, Six years as an Assistant Principal and three years as Principal. She is certified in Mathematics Grades 5-9, Educational Leadership, and she holds a Doctorate of Education Degree. She was Teacher of the Year in 1999. She provided instructional leadership in opening the middle school component of Everglades K-8 Center which resulted in the school receiving a grade of "A" during the 2000-2001 and 2001-2002 school years. Dr. Coverson was elected as the ESE Administrator of the Year in 2001. Through Dr. Coverson's leadership, Charles R. Drew Middle School has progressed from an F school with 276 points earned in 2004 to a D school, and 314 points earned in 2005. This is a 38 point increase.

2. Dr. Andy Granados, Assistant Principal, has 4 years experience as a classroom teacher and 6 years as Assistant Principal. He is certified in Elementary/Secondary Emotionally Handicapped, Middle Grades Social Science 5-9 and Educational Leadership. He holds a Masters Degree in Exceptional Student Education and a Doctorate Degree in Educational Leadership. He was nominated as a candidate for ESE Administrator of the Year in the 2001-2002 school year. He has served as the district liaison for Assistant Principals from 2002 to the present. Under Dr. Granados' leadership, Charles R. Drew Middle School's Students With Disabilities subgroup made tremendous strides in writing according to the 2005 AYP report.

3. Mr Clinton B. Neilly II, Assistant Principal for Community Education, has 6 years experience as a classroom teacher and seven years as an Assistant Principal. He has served as an administrator at the secondary and elementary levels. He was the administrator for Exceptional Student Education Centers for 2 years. Mr. Neilly is certified in Political Science grades 6-12, Educational Leadership and ESOL endorsement. He holds a Masters Degree in Public Administration. Under Neilly's leadership approximately 65 percent of the lowest 25 percentile enrolled in the extended day program whereas 78 percent of those students made learning gains.

• Teacher Mentoring:

A professional support group for new and beginning teachers has been implemented at Charles R. Drew Middle Community School. It is hoped that the implementation of this support group will help to retain qualified teachers for longer than the district's mandate of three years. This group will consist of department chairpersons, Reading Coaches and other selected staff. They are

paired as mentors with beginning and new teachers to provide assistance with their growth and development. On-site computer specialists provide computer training and staff development for all teachers using the network software programs and the utilization of the Electronic Gradebook. The Reading and Math Coaches provide professional development workshops on research-based instructional strategies. These workshops are held once a week during professional planning time on early release days. The strategies taught assist teachers to develop skills that will improve student achievement. This concept will enable teachers to collaborate with their peers, share best practices, and disaggregate data to drive instruction. The beginning teachers will meet bi-weekly with their departments. Mentors will conduct the coaching sessions with their paired teachers once a month. The coaching process will consist of a scheduled pre-meeting with the teacher, an observation, debriefing and a follow-up session.

• School Advisory Council:

Charles R. Drew Middle School promotes a cooperative and collaborative system of leadership that includes representatives from all stake holders to serve on its primary decision-making cadre, Educational Excellence School Advisory Council(EESAC). EESAC supports the reading, writing, and mathematics skills process and the attendance program by allocating budgeted funds for incentives and parent nights. EESAC is an integral part of the schoolwide staff development plan for early release day trainings, faculty meeting, and opening of school trainings that relate to school reform and improvement. The committee reviews and recommends the appropriate instructional materials to supplement the curriculum mapping provided in all core subject areas. They also plan a variety of instructional activities to support the curriculum, such as a Family Book Club, Family Math and Science Nights, and Read With Me. The committee recommends increasing the use of technology in instructional classes such as reading, writing, science, and mathematics.

• Extended Learning Opportunities

Targeted students will participate in an extended day literacy program. Students will engage in a technology-based intervention for phonemic awareness, phonics, fluency, vocabulary, and comprehension. The programs to be implemented are Soar To Success and Reading Plus. Students are also provided with enrichment opportunities using FCAT Explorer and Classworks

Through the 21st Century Community Learning Center Grant, Title I and various Affiliating Agreements through Community Based Organizations, Charles R. Drew Middle School affords all students the opportunity to participate in the after school tutorial programs. Through these programs students are provided remediation and enrichment activities to increase their levels of academic achievement.

• School Wide Improvement Model

The Continuous Improvement Model (CIM) will be used at Charles R. Drew Middle School. It is a data-driven, results oriented school reform that successfully integrates the philosophies of Total Quality Management (TQM) and Effective Schools Research.

This School will participate in Action research, a process by which the school environment is studied in order to guide, correct, and evaluate decisions in order to improve the quality of instruction and impact student achievement.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Increase reading performance of all NCLB populations.

Needs Assessment

Results of the 2005 FCAT Reading Sunshine State Standards test indicate that some progress was made in the number of students meeting standards in Reading, however, a vast majority of the students are deficient in Reading. As per the No Child Left Behind (NCLB) yearly progress report, students in all sub-groups (Students With Disabilities, Black, Economically Disadvantaged, Level 1 and the lowest 25%) did not attain the desired 37% of students scoring at Level 3 or above on the 2005 FCAT Reading Test. The results indicate that sixth and eighth grade students scored at 57% in Words and Phrases indicating proficiency while seventh grade students scored 50%. Students in six, seven and eighth grade scored 50% and below mastery in Main Idea/Purpose, Comparisons, and Reference/Research. This indicates that intervention is needed in all areas.

NCLB SUBGROUP TARGET

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

Measurable Objective

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

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 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 a level 3 or higher on the 2006 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Free and Reduced Lunch students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|--|----------|-----------|
| | | START | END |
| Implement Reading Across the Curriculum using the Reciprocal Teaching Strategies | Administrator Reading Coaches All Department Chairpersons | 9/8/2005 | 5/19/2006 |
| Monitor the Continuous Improvement Model | Administrator Reading Coaches Department Chairpersons | 9/1/2005 | 5/26/2006 |
| Implement Site-developed bi-weekly and monthly assessments and District Interim Assessments that are aligned to the Sunshine State Standards tested benchmarks. | Administrators Reading Department Chairperson Language Arts Department Chairperson | 8/4/2005 | 5/26/2006 |
| Implement intervention programs during school and extended day tutorials for Level 1 and 2 students. | Administrators Reading Coaches Reading Department Chairperson Language Arts Department Chairperson | 8/1/2005 | 5/26/2006 |
| Implement Florida's Middle Grades Rigorous Reading Requirement. | Administrators | 9/1/2005 | 5/31/2006 |
| Implement an extended day and extended school year to offer academic improvement classes and additional learning time, remedial and enrichment classes. | Administrators | 8/1/2005 | 5/31/2006 |

| | | | |
|--|---|----------|-----------|
| Initiate a Transition Academy for 6 Grade | Administrators | 9/1/2005 | 5/26/2006 |
| Develop a school-wide instructional calendar with focus on the Reading Sunshine State Standards. | Administrators Reading Department Chairperson Reading Coach Reading Teachers | 8/1/2005 | 5/19/2006 |

Research-Based Programs

Scholastic READ 180, Scholastic READ XL, Soar To Success, Reading Plus, McDougal-Littell Language of Literature Series and CRISS Strategies.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. The trainings will include CRISS Strategies, the core reading program, intervention programs and assessments used in the middle school as follows: McDougal-Littel Language of Literature, Scholastic READ 180, Scholastic READ XL, Soar To Success, Florida Oral Reading Probes Assessment and the Diagnostic Assessment of Reading. The School-site Reading Coaches provide on-going professional development to teachers in grades 6-8 in the following: The Continuous Improvement Model, CRISS Strategies, best practices in differentiated instruction, Oral Reading Fluency Probes and Diagnostic Assessment Training. These trainings will occur during grade level planning time. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Site-developed Bi-weekly Mini Benchmark Assessments, Interim District Assessments and four oral reading fluency probes will be administered to provide data to drive the instructional focus. Students reading at 4.0 and below will use the Gates MacGinitie Assessment and the San Diego Quick Assessment for screening. The final evaluation will be scores reflected on the administration of the 2006 FCAT Reading test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input 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

| | | | | |
|--|---|--|---|--|
| 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:

Increase mathematics performance of all NCLB populations.

Needs Assessment

Results of the 2005, FCAT test indicate that some progress was made in the number of students meeting standards in mathematics; however a vast majority of the students indicate a deficiency in mathematics. As per the No Child Left Behind (NCLB) adequate yearly progress report, students in all sub-groups (Student with Disabilities, Black, Level 1, and Free/Reduced Lunch students) did not attain the desired 44 percent of level 3 or above on the 2005 FCAT Mathematics test. The results indicate the six and eighth grade students scored a 30 percent in Number Sense, 22 percent in Measurement, 30 percent in Geometry, 25 percent in Algebraic Thinking, and 36 percent in Data Analysis.

This reflects a need for intervention in Number Sense, Measurement, Geometry, Algebraic Thinking and Data Analysis.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 grades six through eight will improve their mathematics skills as evidenced by fifty percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by fifty 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 (SWD) in grades six through eight will improve their mathematics skills as evidenced by fifty percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Free/Reduced Lunch students in grades six through eight will improve their mathematics skills as evidenced by fifty 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 |
| Implement the coaching model, group planning with teachers, demonstrating a strategy, practice, and feedback to support the core mathematics program. | Administrators Math Teachers Math Coach | 8/1/2005 | 5/12/2006 |
| Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, placement of students in flexible tutorial groups, and instructional focus calendar. | Administrators Math Teachers Math Coach | 8/1/2005 | 5/12/2006 |
| Implement bi-weekly, monthly and interim assessments that are aligned to the Sunshine State Standards tested benchmark. | Administrators Math Teachers Math Coach | 8/1/2005 | 5/12/2006 |
| Implement a variety of teaching strategies to include CRISS, hand-on manipulative, and technology to enhance all students in understanding mathematical skills. | Administrators Math coach | 8/1/2005 | 5/12/2006 |

| | | | |
|---|--|----------|-----------|
| Initiate a 6th grade Transition Academy that provides activities to enhance students in acquiring knowledge, social skills, and abilities to promote effective, lifelong career development using the Classroom, Inc. series. | Administrators 6th Grade Teachers School Improvement Zonw | 8/1/2005 | 5/12/2006 |
| Extend the school day and year in order to provide enrichment classes for enhancing mathematical skills and intensive remediation classes for tutorial in mathematical skills. | Administrators Math Teachers Math Coach School Improvement Zone | 8/1/2005 | 5/12/2006 |

Research-Based Programs

Classworks

Glencoe Mathematics, Application and Concept textbook Series

(Course 1, 2 and 3)

Prentice Hall Mathematics textbook Series (Algebra I and Geometry)

Professional Development

Provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction.

Provide professional development on the Continuous Improvement model.

Provide technology professional development to improve problem solving skills.

Provide professional development in using CRISS Strategies.

Provide District's Professional Development that enhances mathematics skills.

Evaluation

School-site bi-weekly benchmark assessments will be administrated by the teacher along with summative Mathematics Standards Interim Assessments. Generated data will be used to redirect classroom instruction and create flexible tutorial groups. The 2006 administration of the FCAT Mathematics Test scores will be evaluated by objective.

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

GOAL 3 STATEMENT:

Increase writing performance of all NCLB populations.

Needs Assessment

Results of the 2004-2005 FCAT Writing Plus Test indicate that 68% of the eighth grade students tested scored a 3.5 or higher. In addition, 87 percent of students achieved proficiency as per The No Child Left Behind (NCLB) adequate yearly progress report. This indicates that a majority of students met high standards. However, there is a need for increase writing performance of all NCLB populations.

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 increase their writing skills as evidenced by 69% of the students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|-----------|-----------|
| | | START | END |
| Implement an Extended Day and Extended School Year in order to offer additional remediation in writing | Administrators | 8/1/2005 | 5/26/2006 |
| Implement CRISS Strategies to enhance students writing | Administrators Language Arts Teachers | 3/20/2006 | 5/19/2006 |
| Administer and analyze data from the pre, progress, and posttest to drive instruction and/or establish differentiated instruction. | Administrators Reading Coach Language Arts Teachers 7th Period Eighth Grade Teachers | 8/1/2005 | 5/19/2006 |
| Incorporate writing through all content areas including strategies specific to each subgroup. | Administrators Reading Coach Language Arts Teachers 7th Period Eighth Grade Teachers | 8/1/2005 | 5/15/2006 |
| Develop a school-wide instructional calendar with a focus on the Writing Sunshine States Standards | Administrators Language Arts Chairperson Language Arts Teacher | 8/1/2005 | 5/19/2006 |

Research-Based Programs

Effective writing component of the Comprehensive Reading Program (CRP) and CRISS Strategies.

Professional Development

Professional development will be provided to teachers and appropriate staff every Monday morning. Trainings will include the implementation of the core writing program, intervention programs, and assessments used at the middle school level. New and beginning teachers will receive continuous mentoring. On going professional development will be provided to teachers and appropriate staff on holistic scoring and strategies to improve students' writing during common grade level planning. Additionally, teachers will receive training in Best Practices, reciprocal teaching, CRISS Strategies, FCAT Writing Strategies and the Continuous Improvement Model.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Writing Plus Test. School-developed monthly assessments will be used to monitor progress towards the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Increase Science performance of all NCLB student population.

Needs Assessment

Results of the 2005 FCAT indicate that Charles R. Drew Middle School scored below the District mean scale score in science. There is a need to improve the mean scale score in science to meet or exceed the District's school scale score as evidenced from the administration of the 2006 FCAT Science test.

Measurable Objective

Given instruction using the Sunshine State State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the district's mean scale score on the administration of the 2006 FCAT Science test as compared to the 2005 FCAT Science test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| Administer bi-weekly, and interim quarterly assessments that covers the Sunshine State Standard benchmarks in Science. | Administrators Science Teachers | 8/1/2005 | 5/26/2006 |
| Provide hands-on science instruction through weekly science investigations to gain mastery of scientific processes. | Administrators Science Teachers | 8/1/2005 | 5/26/2006 |
| Enhance students learning through the use of Sci-Tech, in an effort to integrate technology in science learning. | Administrators Science Teachers | 8/1/2005 | 5/26/2006 |
| Integrate CRISS Strategies in science learning. | Administrators Science Teachers | 8/1/2005 | 5/26/2006 |
| Engage students in science learning through science projects and exhibits. | Administrators Science Teachers | 8/1/2005 | 5/26/2006 |
| Provide student an opportunity to receive remediation of science skills through the extended day and extended school year. | School Improvement Zone | 8/1/2005 | 5/26/2006 |

Research-Based Programs

Riverdeep

Professional Development

Professional development will be provided by the School Improvement Zone.
Continuous Improvement Model

Evaluation

2006 FCAT Science Test

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Increase communication and parental involvement.

Needs Assessment

Analysis of the data reflected on the 2004-2005 Annual Title I Parent Outreach survey indicated that eleven percent of the parents attended school activities and special projects. Communications between home and school is regular, and meaningful. However, parental support is underrepresented when helping with homelearning activities, conferring with teachers, and serving as volunteers. There is a great need to increase parental involvement in every area of our students' educational experiences in order to improve student achievement.

Measurable Objective

Given the need to strengthen the link between the home, school and community in order to support the efforts of improving student achievement, Parent/Family Involvement Program will improve by showing a 4% increase in the number of parents participating in school activities and parent trainings in the school. This will be evident by comparing the parent attendance rosters for the 2004-2005 and 2005-2006 school years.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|------------|-----------|
| | | START | END |
| Distribute monthly parental calendars. | Administrators Community Involvement Specialist | 8/1/2005 | 5/26/2006 |
| Provide Parents with the Brainchild hand held computer to assist learning basic reading and mathematic skills at home. | Administrators Community Involvement Specialist | 8/1/05 | 5/26/06 |
| Distribute a Parent Compact to encourage home learning supervision, test awareness, high expectations, and daily attendance. | Administrators Community Involvement Specialist | 8/1/05 | 5/26/06 |
| Provide Parent nutrition classes. | Administrators Department of Human Services | 10/27/2005 | 5/26/2006 |
| Maintain an on-going line of communication in three languages between the home and the school through the use of student report card, interim progress report, letters, flyers, parent handbook and school newsletter. | Administrators Teacher Social Worker Community Involvement Specialist | 8/1/05 | 5/26/06 |
| Provide a Resource Center for parents with monthly workshops that will focus on parenting skills, healthcare, educational growth, and use of computer technology. | Administrators Reading Coach Media Specialist Social Worker Community Involvement Specialist | 8/1/05 | 5/26/06 |
| Promote personal growth and partnerships in learning through the implementation of Parent Academies and the Baracuda Parent Program | Administrators Community Involvement Specialist Reading Coach Community School Assistant Principal | 8/1/2005 | 5/31/2006 |

Research-Based Programs

The National Standards of Parental and Family Involvement Program and Passport to Success will be implemented to guide the operation of the Parental Involvement Program for the 2005-2006 school year.

Professional Development

Professional Development will be provided to our Community Involvement Specialists by the Title I and School Improvement district personnel. The CIS will also attend the National Coalition of ESEA Title I/Chapter I Annual Training Conference. Ongoing Professional Development for staff will be provided as well.

Evaluation

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

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

| | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education | Student Performance | Alignment of Standards and Resources | Educational Leadership | Workforce Education | Parental, Student, Family, Educational Institution, and Community Involvement |
| <input 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

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

GOAL 6 STATEMENT:

Decrease the number of students suspensions and afford students the opportunity to alternatives to suspension placement.

Needs Assessment

The data from the 2004-2005 Executive Summary indicated that the total number of indoor and outdoor suspensions was 812. By implementing an effective Counseling and Advisement Program, the Student Services Department will help decrease the number of total suspensions to 772.

Measurable Objective

Given the need to raise student academic achievement levels, the Student Services Department will work to secure a 5% decrease in the total number of indoor and outdoor suspensions as evidenced by Case Management Forms. To achieve this objective, the number of suspensions will drop to 772 for the 2005-2006 school year as compared to 2004-2005 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|--|-----------|-----------|
| | | START | END |
| Implement and monitor a Transition Academy for sixth graders using Classrooms, Inc. | Sixth Grade Homeroom teachers Administrators | 8/01/2005 | 5/19/2006 |
| Provide developmental group counseling for students who have been suspended to reduce the disciplinary referrals. | Trust Counselors Counselors Administrators | 08/1/2005 | 5/19/2006 |
| Monitor student Case Management System for violation of the Student's Code of Conduct. | Counselors Grade Level Administrators | 8/1/2005 | 5/19/2006 |
| Provide group and parental Counseling to students who violate the Student's Code of Conduct. | Trust Counselor Counselors Administrators | 8/1/2005 | 5/19/2006 |

Research-Based Programs

Safe Drug Free Schools
 Gun Free Schools
 Character Education
 Peace Works Mediation for Kids

Professional Development

Student Services Department members will attend District workshops to acquire additional strategies to provide intervention to low-performing students in the areas of personal/social development, study skills, anger management and conflict resolution.

Evaluation

The objective will be evaluated by a comparison of the 2004-2005 to the 2005-2006 Case Management System forms as related to indoor and outdoor suspension.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

Increase faculty and student awareness of technology.

Utilize available resources to incorporate technology in all areas of the Curriculum.

Needs Assessment

Availability of technology for students is severely limited and parents are unable to purchase individual computers at home. Existing computers, although dated, are in use at full capacity. Results from the 2004-2005 STaR School Survey revealed a need for updated equipment to include a teacher workstation and 6 more workstations for student use in the classroom. The enhancement is necessary to permit adequate use of research and site based applications such as Excelsior Gradebook, READ 180, Accelerated Reader, Reading Plus, Riverdeep, FCAT Explorer and Classworks. Additionally the upgrade is needed to equip teachers with the tool they need to incorporate technology into their instruction.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the Accelerated Reader, FCAT Explorer, Riverdeep and Classworks as evidenced by a 10 percent increase during the 2005-2006 school year as compared to 2004-2005 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|-----------|-----------|
| | | START | END |
| Upgrade the school's technology. | Administrators Technology Team | 9/19/2005 | 5/26/2006 |
| Engage students in activities to enhance overall knowledge and use of library resources, MDCPS online databases, and the Florida Library System (Sunlink). | Administrators Media Center Staff | 8/1/2005 | 5/26/2006 |
| Provide teachers with professional development and ongoing training that will allow seamless incorporation of technology into existing subject area instruction. | Administrators Media Center Staff | 8/1/2005 | 5/26/2006 |
| Monitor students' recreational reading thru Accelerated Reader and Reading Counts Program. | Administrators Media Specialist | 9/5/2005 | 5/26/2006 |
| Provide students with instruction in internet-based, subject area applications (FCAT Explorer, RiverDeep, Classworks, etc). | Administrators Media Center Staff Administration | 8/1/2005 | 5/26/2006 |
| Encourage community participation in the Read With Me Program, which encourages parent awareness in the Accelerated Reader and Reading Counts Programs. | Administrators Media Center Specialists | 8/1/2005 | 5/26/2006 |

Research-Based Programs

Accelerated Reader

READ 180

Reading Plus

Excelsior Electronic Gradebook

National Association of Technology Strategies (NATS)

Professional Development

Provide professional development training in district email, electronic gradebook, AIP, and Atomic Learner.

Evaluation

Provide quarterly reports of selected technological applications such as Accelerated Reader, READ 180 and Reading Plus used to direct classroom instruction.

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 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 type="checkbox"/> |

GOAL 8 STATEMENT:

Increase fitness performance of all NCLB populations.

Needs Assessment

Results of the FITNESSGRAM Challenge Test reflect that 20 percent of students enrolled in Physical Education have met standards, however 80 percent of students have not met standards. This indicates intervention is needed in all 6 areas of the 6 tests.

Measurable Objective

Given instructions based on the Miami Dade County Public Schools mandate FITNESSGRAM standards, students in grades six through eight will improve their 5 Subtest skills as evidenced by 20 percent of the students mastering five out of six skills on the 2005-2006 administration of the FITNESSGRAM Test as compared to 2004-2005.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| Provide Parental awareness through written notification of the importance of the Fitness Test. | Physical Education Teachers | 8/1/2005 | 5/26/2006 |
| Provide proper instruction in using techniques while conditioning. | Physical Education Teachers | 8/1/2005 | 5/26/2006 |
| Provide progressive measures to gradually increase durability resistance. | Physical Education Teachers | 8/1/2005 | 5/26/2006 |

Research-Based Programs

FITNESSGRAM

Professional Development

On going staff development to improve delivery of differentiated instructions, teaching methodology in individual strands, and integrating technology into the curriculum to enhance student achievement.

Evaluation

2006 FITNESSGRAM Challenge Test administration should reflect 50 percent of students will increase mastery in 5 out of 6 tests.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

To recruit and identify eligible students for the magnet programs and provide quality training to prepare students for competitive and selective magnet high school program.

Needs Assessment

Result of the 2004-2005 FCAT Reading Test indicate that 60 percent of the students involved in the magnet programs are reading at or above level and showed significant learning gains. This indicates that intervention is needed for the additional 40 percent to help increase the number of students eligible for the magnet program.

Measurable Objective

The number of students enrolled in the magnet program will increase by five (5) percent as compared to the 2004-2005 enrollment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| Implement critical thinking skills, enhance their individual potentials, build character and leadership skills and provided hands on and performance based literacy integration. | Administrators Fine Arts Department | 8/1/2005 | 5/19/2006 |
| Host several magnet fairs and perform at identified schools in an effort to recruit eligible students. | Administrators Fine Arts Department | 8/1/2005 | 5/19/2006 |
| Provide students with performance opportunities | Administrators Fine Arts Department | 8/1/2005 | 5/26/2006 |
| Implement research-based programs to enhance reading in the arts. | Administrators Fine Arts Department | 8/1/2005 | 5/19/2006 |
| Develop student portfolios in order to enhance literacy skills. | Administrator Fine Arts Department | 8/1/2005 | 5/12/2006 |
| Provide instructions in the completion of research projects to enhance reading skills in development and writing skills program | Administrators Fine Arts Department | 8/1/2005 | 5/19/2006 |
| Participate in district evaluations and competitions to enhance public presentation skills | Administrator Fine Arts Department | 8/1/2005 | 5/19/2006 |

Research-Based Programs

Accelerated Reader and Riverdeep.

Professional Development

On going staff development to improve the delivery of differentiated instructions, teaching methodology in individual strands integrating literacy within the curriculum, and increase technology integration in an effort of increase student achievement.

Evaluation

The objective will be evaluated by a comparison of the 2004-2005 to the 2005-2006 students enrollment in the magnet program.

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 type="checkbox"/> |

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Charles R. Drew Middle School will rank at or above the 50th 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, Charles R. Drew Middle School ranked at the 45th percentile on the State of Florida ROI index.

Measurable Objective

Charles R. Drew Middle School will improve its ranking on the State of Florida ROI index publication from the 45th percentile in 2003 to the 50th percentile on the next publication of the index.

Action Steps

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Charles R. Drew Middle School will show progress toward reaching the 50th 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 Committee will participate in the planning and allocation of the school-wide budget as it applies to school operations and promoting a safe learning environment.

Training:

The Executive Board and EESAC will participate in training offered through the district on proper procedures and policies. The ESSAC will also consult with the Principal to provide recommendations for professional development activities for staff. The EESAC committee will receive training on budget matters from the District

Instructional Materials:

The EESAC will provide supplemental resources to enhance district mandated instructional materials.

Technology:

The EESAC will convene a technology team to develop a clear set of goals, expectations and criteria based on state standards, students population and community concerns.

Staffing:

The EESAC will consult with the Administrative Team to provide input on the selection of personnel.

Student Support Services:

The EESAC will provide funding to bridge the gap between students, parents and administration as it pertains to the mandatory uniform policy, bereavement support, and other socioeconomic issues.

Other Matters of Resource Allocation:

The EESAC will provide recommendations to staff for the distribution of various allocated funds.

Benchmarking:

The EESAC will offer recommendations to various departments in reference to curriculum mapping, and test talk as they pertain to the instructional focus of the school.

School Safety & Discipline:

The EESAC will assist the school operations by serving on the exclusion and discipline committee in an effort to provide a safe learning environment in conjunction with the Student Code of Conduct.

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