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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6151 - Doral Middle School

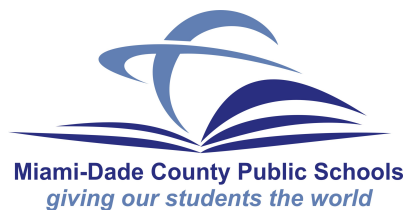
*FeederPattern:* Miami Springs Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Tatiana De Miranda

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Doral Middle School*

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Doral Middle School is named after the community it serves and was opened in 2000. Doral Middle School is firmly committed to establish itself as a school of excellence where students will have opportunities to reach their fullest potential. Doral Middle has achieved three very important milestones; for the first time all subgroups have met adequate yearly progress in accordance with The No Child Left Behind Legislative Act requirements, met the most significant student gains for Regional Center III for three consecutive years and met the requirements for the Governor's A+ Plan, receiving an "A" for four consecutive years.

The continuous growth in the population in the City of Doral continues to impact student enrollment. The Doral 2005 – 2006 student population of 1541 students, which consist of 773 females and 768 males. Enrollment includes 411 sixth graders, 428 seventh graders, 413 eighth graders, and 289 ninth graders. Of that population, there is a group of 82 students of Varying Exceptionalities that includes one Hearing Impaired, two Visually Impaired, one Emotionally Handicapped, 65 Specific Learning Disabled, two Educable Mentally Handicapped, nine Other Health Impaired, one Orthopedically Impaired and one Autistic student. Thirty students are of Asian descent, 37 are Black, 1298 are Hispanic, 154 are White, and 19 are Multi-Racial.

Doral Middle School meets the academic needs of students by offering a variety of classes at appropriate levels. Gifted, advanced and regular classes are offered in grades six through nine language arts, mathematics, science and social studies. All students participate in character education across the curriculum. Students with Disabilities (SWD) for grades six through nine may take SWD classes in language arts, mathematics, science, social studies, and reading. Selected SWD students participate in the Inclusion Program in language arts and mathematics. Intensive reading and intensive mathematics classes target students who are Level 1 and Level 2. Students who failed language arts and mathematics in six or seventh grade participate in a semester Recovery class.

Given instruction based on the Sunshine State Standards, students in grades six through nine 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 based on the Sunshine State Standards, SWD will improve their reading skills as evidenced by 44% scoring at a level three or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades six through nine 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 based on the Sunshine State Standards, SWD will improve their mathematics skills as evidenced by 50% scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by a one percent increase on the 2006 administration of the FCAT Writing.

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 five points as documented by the 2006 FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in LEP and SWD parental interaction as evidenced by comparing the rosters for the 2004 – 2005 and 2005 – 2006 school years.

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

Given an emphasis on the use of technology in education, there will be a five percent increase in enrollment in the 2005 - 2006 school year as compared to the 2004 - 2005 school year in Introduction to Computer Programming I, Exploring Technology, and Business Keyboarding.

Given instruction based on the M-DCPS mandated FITNESSGRAM, students in grades six through nine will increase the test result by ten percent from the FITNESSGRAM test administered in October, 2005 compared to the FITNESSGRAM post - test administered in December, 2005.

Given emphasis on the benefits of participating in dance programs, the number of students enrolled in dance program will increase by ten percent during the 2005 – 2006 school year as compared to the 2004 – 2005 school year.

Doral Middle School will maintain its ranking on the State of Florida Return On Investment index publication in the 2005 – 2006 school year.

Students who scored Level 1 or Level 2 on the FCAT and show deficiency in the area of decoding receive a double dose of Intensive Reading through Intensive Reading Plus. Identified female students participate in Recapturing the Vision, International, (Personal Career and School Development Skills) a life skill training and educational enrichment class. Algebra I/Inclusion, Geometry Honors, Earth/Space Science Honors, Gifted Biology, World History, World History Advanced Placement. Students who are part of the program English for Students of Other Languages (ESOL) take two ESOL classes, one in language arts and the other in an ESOL elective concentrating on listening, reading, speaking and writing. Students in ESOL Level 1 and Level 2 take Bilingual Curriculum Content (BCC) classes in mathematics, science, social studies and Algebra Honors. Electives offered are: Life Choices, Personal Development, Teen Challenges, Business Keyboarding, Art, Exploring Technology, Agriscience, Chorus, Band, Physical Education, Journalism/Yearbook, Beginning French Beginning Spanish, Spanish for Spanish Speakers Beginning, Computer Programming I, Intensive Reading, Intensive Mathematics, Multimedia Production, and character education (Wynne & Ryan, 1997) (implemented as set forth by School Board Resolution 01-26). In order to meet the needs of all students according to the Sunshine State Standards, special emphasis has been given to Reading Comprehension, Mathematics, Writing, Science, and Parental Involvement through an interdisciplinary

multicultural approach.

Doral Middle School will continue to achieve excellence by providing the modifications necessary in the instructional delivery continuing to fully meet the requirements of the Governor's A+ plan. In order to continue to fully meet the requirements of the Governor's A+ plan the following objectives will be met in Reading, Mathematics, Writing, Science, Parental Involvement, Discipline & Safety, Technology, Health & Physical Fitness, Fine Arts, and Return on Investments.

The 2005 – 2006 school survey for staff indicates that performance excels in all areas, with average scores of 4.0 or higher. A separate item analysis reveals that improvement needs to be made in the following categories: “understanding budget” and “performance results. “ Staff in services and staff development will address both of these needs.

## 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.

## Doral Middle School

### VISION

Doral Middle School, "Home of the Blue Dolphins", will prepare students for the twenty-first century by instilling the desire to achieve and the belief that knowledge is power.

### MISSION

Following the leadership of the Principal, we create a learning environment with emphasis on the highest academic achievement which includes parental involvement through an interdisciplinary multicultural approach.

### CORE VALUES

Diverse cultural awareness empowers the students.

Organized students perform at a higher standard.

Learning leadership skills develops student character.

Pursuing divergent educational and social experiences challenges students.

High standards support academic, career, and social/personal development.

Integrated technologies enhance student learning.

Nurturing environments create responsible citizens.

Supporting learning fosters success.

## *School Demographics*

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Doral Middle School is firmly committed to establish itself as a school of excellence where students will have opportunities to develop their individual potential to the fullest. Doral Middle School has met the requirements for the Governor's A+ Plan, receiving an "A" grade for the past four years. Doral Middle School is located on approximately 18 acres of land within the Regional Center III's westernmost boundary. The address is 5005 N.W. 112 Avenue. The school is named after the community it serves and was opened in 2000. The demographics of Doral include single family homes, town homes and apartments. The growth in this area is a constant factor, and the mobility at Doral Middle School is also a challenge. Students leave and return to the school depending on the political situations in Latin America. Many parents have a residence in the city of Doral and travel back and forth between countries for political and economic reasons (The Miami Herald 1/27/03). Dade Partners are an integral part of our school; they assist us in motivating, promoting and rewarding academic and attendance achievement. In addition, Dade Partners participate and support the infusion of the career initiatives through guest speaking and site visits, which enrich and enhance the academic environment. Dade partners include; City of Doral – Police Department, Montenay Power Corp., Citibank, Miami-Dade County Commission-District 12, Publix-Doral Isles, Gilly Vending and Washington Mutual.

The school contains 82,837 square feet of classroom, office and computer lab space. The school has a 500 seat theater/auditorium complex, a 407 seat indoor air conditioned cafeteria, basketball courts, a physical education field, and personal fitness locker rooms. There are 39 security cameras throughout the exterior and interior of the facility to help ensure the safety of students and staff. The faculty/staff parking lots have space for 106 cars and the visitor parking lot has space for 14 cars. There is an Agriscience greenhouse with gardens adjacent to the rear of the school. The media center houses a state-of-the art closed-circuit television system, one mobile lab and 30 computer stations. There are four fully equipped computer labs, one of which is mobile. Doral Middle School has a centralized administration client-server for 400 nodes, using a one gigabit backbone connection, which utilizes fast Ethernet to classrooms, media center and the main and attendance offices.

Doral Middle School faces several challenges in the internal daily operations and interactions with the surrounding community. Challenges faced by the school include informing parents of the importance of daily attendance and the need for children to read and write in English. Doral Middle School's attendance records, which are above the district and state are maintained by promoting attendance meetings with parents, and the support of EESAC and Dade Partners. Many Doral Middle School students are Limited English Proficient (LEP) and are not in attendance long enough to acquire the skills necessary to be successful on the FCAT. Nonetheless, they are required to meet the testing criteria and ultimately have an impact on the overall school grade. Parents frequent business trips and extended holiday vacations represent challenges to regular attendance, since many of them take their children with them. Many of the students walk, ride a bike, or are transported by their parents to school. Some students are bused because they live more than a mile away from the school. Doral Middle School mostly receives students from the two elementary schools in the vicinity, Eugenia B. Thomas and John I. Smith. Currently Doral Middle School is housing ninth grade students as the Doral Community awaits the opening of Ronald W. Regan/Doral Senior High School in the fall of 2006.

Doral Middle School has a highly professional, qualified core group of educators. Many of the teachers have taken part in the initiation of the school. The staff participates in activities that boosts teacher moral on a regular basis. Doral instructional staff is composed of 83 full time staff, 34 males and 50 females, and one part-time employee. The administrative team consists of one principal and three assistant principals. There are 68 classroom teachers; five SWD teachers, three counselors; one TRUST counselor and one shared Career Specialist. There is one media specialist, one teacher aide, two LEP paraprofessionals, six clerical/secretaries, eight custodians and nine service workers. Twenty percent of the instructional staff is White, 17 percent are Black, and 63 percent are Hispanic. There are six beginning teachers and eleven teachers new to the building this school year. The regular program pupil/teacher ration is 25:1. Average teaching years in Florida is ten. Levels of education for instructional staff are: Bachelors Degree 59 percent, Masters Degree 31 percent, Specialists Degree 4 percent, Doctoral Degree 6 percent. The school leadership team "Curriculum Council" consists of a principal, three assistant principals, department chairpersons, grade-level team

leaders, media specialist and technology coordinator.

As a result of our school survey, we have chosen to concentrate this school year on improving communication with staff in the area of school budget. We will all work together to facilitate a better understanding among all staff as to how school budget processes work, and why and how budget rules are followed. Staff perceptions of many state, district and school budget requirements that have to be met needs to be improved upon and the paperwork better explained.

Concurrently, in an attempt to better address such items as: "resources I need to do my job" and "removing things that get in the way of progress", we will concentrate on having more process meetings with all our staff in order to assist everyone appreciate the job description and responsibilities of others working at our school.

# *School Foundation*

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## ***Leadership:***

Leadership excels in all areas and was scored four or higher on all items.

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

District Strategic Planning Alignment was scored four or higher on all items with the exception of 3.9 that was scored on item 2a; "As it plans for the future, my organization asks for my ideas."

## ***Stakeholder Engagement:***

Stakeholder Engagement items were all scored at four or higher.

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

Faculty and Staff items were all scored at four or higher.

Teacher Mentoring Programs: There is a schoolwide beginning teacher program where veteran teachers mentor beginning teachers during the first two years. The beginning teachers also select a second mentoring teacher to also collaborate with. There are bi – weekly meetings on selected topics such as lesson planning, classroom management and electronic gradebook to name a few. This program is a two year program. Administrative assistance and support is on-going

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

Data/Information/Knowledge Management items were all scored four or higher with the exception of one 3.9 that was scored on item 5d; "I am recognized for my work."

## ***Education Design:***

Process Management items were all scored four or higher with the exception of one item which scored 3.5; "I can get all the resources I need to do my job."

## ***Performance Results:***

Performance Results items were all scored four or higher with the exception of two items, a 3.7 score on item 7e; "My organization removes things that get in the way of progress," and a 3.2 score on item 7c; "I know how well my organization is doing financially."



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

### ***GOAL 1 STATEMENT:***

Doral Middle School students will increase performance in Reading.

### ***Needs Assessment***

Results of the 2005 Reading portion of the FCAT indicate that 24 percent of sixth grade students scored Level 1. Twenty-one percent scored Level 2. Thirty percent scored Level 3. Nineteen percent scored Level 4 and six percent scored Level 5. The sixth grade subgroups that scored below mastery Level are: African American 38%, Hispanic 53%, LEP 28%, Economically Disadvantaged 43% and SWD 10%. Sixth grade students scored, 4 out of 7 points in the content area of Words/Phrases on the 2005 FCAT Reading Test. Of the total grade 6 population, 4 out of 7 points were earned in the content area of Reference/Research on the 2005 FCAT Reading Test.

Results of the 2005 Reading portion of the FCAT indicate that 18 percent of seventh grade students scored Level 1. Nineteen percent scored Level 2. Thirty-seven percent scored Level 3. Twenty percent scored Level 4 and six percent scored Level 5. All seven subgroups that scored below mastery level are: African American 64%, Hispanic 62%, LEP 32%, Economically Disadvantaged 58% and SWD 21%. Seven grade students scored 4 out of 6 points in the content area of Words/Phrases on the 2005 FCAT Reading Test.

Results of the 2005 Reading portion of the FCAT indicate that 21 percent of eighth grade students scored Level 1. Thirty-one percent scored level 2. Thirty percent scored Level 3. Fifteen percent scored Level 4 and four percent scored Level 5. Eighth grade subgroups scored below mastery level: All grade eight subgroups scored below mastery level: 58% White, 58% African American, 47% Hispanic, 13% LEP, 43% Economically Disadvantaged and 14%

SWD. Eight grade students scored 4 out of 7 points were earned in the content area of Reference/Research on the 2005 FCAT Reading Test.

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 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 nine 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 based on the Sunshine State Standards, SWD will improve their reading skills as evidenced by 44% scoring at a level three or higher on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use Read 180 with SWD students.	SWD Chair person	08/08/2005	05/24/2006
Schedule parent conferences for Level 1 and Level 2 students for the purpose of discussing each student's individual weaknesses in reading. Parents will review and sign the student's tailored Academic Improvement Plan.	Administrative Team Language Arts Chair Person ESOL Chair Person SWD Chair Person	08/08/2005	10/06/2005
Implement the Plan-Do-Study-Act (PDSA) Instructional Model schoolwide utilizing the four - step process to insure student achievement in reading.	Administrative Team Language Arts Chair Person ESOL Chair Person SWD Chair Person	08/08/2005	05/24/2006
Implement Reciprocal Teaching strategies in Reading classes and Language Arts classes.	Administrative Team Language Arts Chair Person ESOL Chair Person SWD Chair Person	08/08/2005	5/24/2006
Incorporate the Independent Reading Program schoolwide on a daily basis.	Administrative Team Language Arts Chair Person ESOL Chair Person SWD Chair Person	08/08/2005	05/24/2006
Implement CRISS strategies across the curriculum to effectively teach reading strategies.	Administrative Team Language Arts Chair Person ESOL Chair Person SWD Chair Person	08/08/2005	05/24/2006
Have mandatory before and after school tutoring for all Level 1 and Level 2 students.	Administrative Team Language Arts Chair SWD Chair	10/24/2005	03/24/2006
Encouraged students to participate in enrichment activities such as hosting book talks and participate in Literature Circles.	Language Arts Chair	08/08/2005	05/24/2006

## **Research-Based Programs**

- 1.Read 180
- 2.Glencoe Publisher
- 3.Scholastic
- 4.Prentice Hall Publisher

## **Professional Development**

Professional development for Reading will include:

Creating Independence through Student Owned Strategies (CRISS).

Reciprocal Teaching.

Beginning teachers and teachers new to the building will participate in detailed trainings geared towards the area of reading comprehension.

Training in Edusoft for the interpretation of data.

## **Evaluation**

This objective will be evaluated by using the following strategies:

- 1.The FCAT Reading test scores
- 2.Teachers will monitor student achievement through four quarterly assessments
- 3.Teacher lesson plans, teacher observations
- 4.Accelerated Reader logs
- 5.Student progress reports
- 6.Student folders
- 7.PACES observations
- 8.Tutoring
- 9.Enrichment activities: book talks and Literature Circles

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

### **GOAL 2 STATEMENT:**

Doral Middle School students will increase performance in Mathematics.

### **Needs Assessment**

Results of the 2005 Mathematics portion of the FCAT indicate that 25 percent of sixth grade students scored Level 1. Twenty-four percent scored Level 2. Twenty-four percent scored Level 3. Twenty-percent scored Level 4 and seven percent scored Level 5. The sixth grade subgroups that scored below mastery level are: African American 31%, Hispanic 48%, LEP 26%, Economically Disadvantaged 44% and SWD 10%. Sixth grade students scored 5 out of 9 points in Data Analysis, 4 out of 9 points were earned in Measurement.

Results of the 2005 Mathematics portion of the FCAT indicate that 13 percent of seventh grade students scored Level 1. Twenty-three percent scored Level 2. Thirty-three percent scored Level 3. Twenty-two percent scored Level 4 and eight percent scored Level 5. The seventh grade subgroups that scored below mastery level are: Hispanic 53%, LEP 47%, Economically Disadvantaged 58% and SWD 17%. Seventh graders scored 5 out of 9 points in Data Analysis on the 2005 FCAT Mathematics Test.

Results of the 2005 Mathematics portion of the FCAT indicate that 10 percent of the eighth grade students scored Level 1. Seventeen percent scored Level 2. Thirty percent scored Level 3. Nineteen percent scored Level 4 and 24 percent scored Level 5. The Eighth grade subgroups that scored below mastery level are: 65% White, 40% LEP, 63% Economically Disadvantaged and 33% SWD. All eighth grade students mastered all of the Mathematics strands.

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 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 nine 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 based on the Sunshine State Standards, SWD will improve their mathematics skills as evidenced by 50% 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 Plan - Do - Study - Act (PDSA) Instructional Model schoolwide utilizing the four step process to insure student achievement in Mathematics.	Administrative Team, Mathematics Chair SWD Chair	08/08/2005	05/24/2006
Participate in before and after school tutoring for all Level 1 and Level 2 students.	Administrative Team Mathematics Chair SWD Chair	08/08/2005	05/24/2006
Encourage all mathematics students to use the internet through Glencoe's & Prentice Hall's website to enhance the mathematics curriculum.	Administrative Team, Mathematics Chair SWD Chair	10/25/2005	03/24/2006
Schedule parent conferences for FCAT Level 1 and Level 2 students for the purpose of discussing students' individual weaknesses in mathematics. Parents will review and sign the students' tailored Academic Improvement Plan (AIP).	Administrative Team Mathematics Chair SWD Chair	09/19/2005	03/24/2006
Target weekly benchmarks outlined by the grade level suggested scope and sequence developed by the Division of Mathematics and Science Education.	Administrative Team Mathematics Chair SWD Chair	08/08/2005	05/24/2006
Identify and place students in advanced and gifted mathematics classes to allow for extended opportunities for higher achieving students.	Administrative Team, Mathematics Chair Student Services Chair	08/08/2005	05/24/2006

## Research-Based Programs

1. Glencoe Mathematics & Concepts
2. Prentice Hall Pre-Algebra

## **Professional Development**

Professional development for Mathematics will include:

Training in the Glencoe's curriculum by Glencoe's specialist in the implementation and integration of FCAT test questions into daily lesson planning and delivery.

Training in Edusoft for the interpretation of data.

Training in Plato Recovery software.

## **Evaluation**

This objective will be evaluated by using the following strategies:

1. Benchmarks targeted from each grade level's item specification
2. Pre and post test to students who participate in the tutoring program
3. Sign-in sheets from the Academic Improvement Plan conferences
4. Review of prescribed benchmarks in students' folder
5. Reflection of technology component of the state adopted textbooks
6. Recommendations will be made to the gifted program's coordinator to extend opportunities for higher achieving students
7. Paces observations
8. The FCAT Mathematics test scores



## GOAL 3: WRITING

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 3 STATEMENT:**

Doral Middle School students will increase performance in Writing.

**Needs Assessment**

Results of the 2005 Writing portion of the FCAT indicate that one percent of the eighth grade students scored 2.0. Two percent scored 2.5. Twelve percent scored 3.5. Seventeen percent scored 3.5. Thirty-seven percent scored 4.0. Twenty percent scored 4.5. Eight percent scored 5.0. Three percent scored 5.5 and one percent scored 6.0. Three percent of the eighth grade population scored below mastery level on the 2005 FCAT Writing test.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by a one percent increase on the 2006 administration of the FCAT Writing.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate the Writing Process across the curriculum.	Administrative Team Language Arts Chair Person SWD Chair Person Social Studies Chair Person Science Chair Person Mathematics Chair Person Elective Chair Person	08/08/2005	03/24/2006
Arrange parent conferences for Academic Improvement Plan for those students scoring a 3.5 or below in the school developed essay pre-test.	Administrative Team	09/19/2005	09/19/2005
Provide small group tutoring before or after school for those students scoring a 3.5 or lower in the school developed essay pre-test	Administrative Team	10/25/2005	03/27/2006
Increase students' focus on the use of vivid vocabulary by using "Wild About Words" to enhance writing skills.	Language Arts Chair Person	08/08/2005	05/24/2006
Implement the Plan-Do-Study-Act (PDSA) Instructional Model schoolwide utilizing the four - step process to insure student achievement in writing.	Administrative Team Language Arts Chair Person SWD Chair Person	08/08/2005	05/24/2006
Implement the use of the 6.0 writing rubric for students to edit and grade sample essays.	Administrative Team Language Arts Chair Person SWD Chair Person Social Studies Chair Person Science Chair Person Mathematics Chair Person Elective Chair Person	08/08/2005	02/28/2006
Work on year-round projects to infuse higher order thinking skills and technology in the writing process to create poetry, essays, and short stories.	Language Arts Chair Technology Coordinator	08/08/2005	05/24/2005

## **Research-Based Programs**

1. Glencoe Publisher
2. Scholastic
3. Prentice Hall Publisher

## **Professional Development**

Professional development for Writing will include:

Critical Mass Training (CMT) in the area of holistic scoring and rubric scoring.

Professional Development will also include Wild About Words in order to enhance vocabulary development.

Beginning teachers and teachers new to the building will participate in various trainings to implement a variety of writing improvement strategies.

## **Evaluation**

This objective will be evaluated by using the following strategies:

1. Comparing the results of the August 2005 and the May 2006 site-authorized writing assessment test
2. Teacher Lesson Plans
3. Teacher Observation
4. Student portfolios
5. Teacher Parent Contact Logs and annotated teacher records
6. PACES observation
7. Quarterly writing prompts
8. The FCAT Writing test scores

## 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 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 4 STATEMENT:***

Doral Middle School students will increase performance in science.

### ***Needs Assessment***

Results of the 2005 Science portion of the FCAT indicate grade eighth students scored a mean score of 308. Eighth grade students scored higher than the District by 36 points and scored higher than the state by 17 points. Eighth grade students will continue to maintain high performance in the FCAT Science administration.

## 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 five points as documented by the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Plan-Do-Study-Act (PDSA) Instructional Model schoolwide utilizing the four - step process to insure student achievement in science.	Administrative Team Science Chair Person	08/08/2005	05/24/2006
Implement tutoring targeting eight grade students who are identified by science teachers due to low performance in science skills or classroom activities.	Administrative Team Science Chair Person	10/25/2005	05/24/2006
Implement FCAT Tuesday activities and classroom journals in science classes in order to practice writing and solving FCAT – Type word problems using the scientific method strategies.	Science Chair Person	09/01/2005	04/28/2005
Arrange Improvement Plan meetings as well as upcoming FCAT events.	Administrative Team	10/03/2005	03/24/2006
Utilize the scientific methods and the M-DCPS “Educational Portal” to enhance the use of inquiry based learning and critical thinking skills by students.	Science Chair Person	10/03/2005	05/24/2006
Increase the use of hands-on inquiry based labs activities.	Science Chair Person	08/08/2005	05/24/2006
Contact parents of all students who did not score at mastery level and recommend before and after school science tutoring sessions.	Administrative Team	10/03/2005	12/16/2005

### Research-Based Programs

1. Glencoe McGraw Hill Voyagers
2. Prentice Hall Science Explorer series
3. Addison Wesley and Scott Foresman Science Insights

## **Professional Development**

Professional development for science will include:

Inquiry based learning and lab activities.

Riverdeep science computer assistant program.

Technology for research based projects.

“Inquiry matter”, a hands – on inquiry based program.

State Item Specifications training for science.

District Scope and Sequence training.

## **Evaluation**

This objective will be evaluated by using the following strategies:

- 1.Tutors will administer a pre and post test to students who participate in the tutoring program
- 2.FCAT Tuesdays reading and writing activities will be filed in order to monitor FCAT writing objectives and FCAT writing skills improvement
- 3.Parental contact logs will be kept by the Science teachers for those student identified at risk of failing
- 4.Sign-in sheets of FCAT parental workshops will be kept for each in-service given
- 5.Teachers’ lesson plans will indicate proper implementation of the M-DCPS scope and sequence
- 6.Teachers’ lesson plans will indicate the use of inquiry based lab activities after training
- 7.PACES observation
- 8.The FCAT Science test scores

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

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

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

Doral Middle School will increase opportunities for parents to be involved in their children's education.

### ***Needs Assessment***

Results of the 2004 – 2005 rosters indicate a low percentage of parents of LEP and SWD subgroups participating in schoolwide planned activities.

## Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in LEP and SWD parental interaction as evidenced by comparing the rosters for the 2004 – 2005 and 2005 – 2006 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with information using the L & R phone communication system.	Administrative Team/Student Services Chair	08/08/2005	05/24/2006
Arrange simulated FCAT Night to be conducted separately one in English and one in Spanish.	Administrative team, Language Arts, Mathematics, and ESOL teachers.	1/02/2006	2/28/2006
Coordinate a parent night incorporating an art auction, science fair projects and spaghetti dinner.	Art teachers, Science teachers, PTSA Board.	02/01/2006	04/28/2005
Notify parents via electronic grade – book e mail server weekly about students' attendance and academic standing.	Administrative Team Language Arts Chair, Mathematics Chair SWD Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair Social Studies Chair	08/08/2005	05/24/2006
Have grade level parent nights to explain rules and expectations of each grade level and to elicit volunteers.	Administrative team, counselors, 6th grade team leader, 7th grade team leader, 8th grade team leader	08/18/2005	11/30/2005
Provide consistent parent contact by teachers, counselors and assistant principals to insure improved attendance, academics and behavior.	Administrative team Language Arts Chair, Mathematics Chair SWD Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair Social Studies Chair, Student Services Chair	08/08/2005	05/24/2006

## Research-Based Programs

Not Applicable



## **Professional Development**

Professional development for parental involvement will include:

Training on effective utilization of volunteers.

Training on effectively dealing with culturally and linguistically diverse parents.

## **Evaluation**

This objective will be evaluated by using the following strategies:

- 1.Evidence of correspondence between teachers and parents via e mail.
- 2.FCAT night rosters
- 3.Art/Science/Spaghetti dinner roster
- 4.L & R Parent contact logs
- 5.Grade level meetings rosters
- 6.Attendance L & R logs

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

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

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

Doral Middle School will provide a safe and disciplined environment for all students.

### ***Needs Assessment***

Results of the referral action history for the 2004 - 2005 school year indicate a total of 103 outdoor suspensions. These suspensions are the lowest frequency for secondary schools in Regional Center III. There will be a decrease in the number of total outdoor suspensions.

## Measurable Objective

Given an emphasis on a safe and orderly environment, a proactive disciplinary approach will improve student behavior as evidenced by a five percent decrease in the number of outdoor 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
Conduct student body peer mediation training for positive conflict resolution strategies.	Student Services Chair	08/08/2005	05/24/2006
Implement Student Code of Conduct orientation, for parents and students	Administration and Student Services Chair	08/08/2005	05/24/2006
Monitor grade level anti bully training.	Trust counselor	08/08/2005	05/24/2006
Implement gang resistance education.	City of Doral Police Officer	08/08/2005	05/24/2006
Maintain progressive discipline and behavior consequences to reduce outdoor suspension.	Administrative Team, Language Arts Chair, Mathematics Chair SWD Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair Social Studies Chair, Student Services Chair	08/08/2005	05/24/2006
Training for staff development "It Did Not have To Happen."	Administrative Team, Trust Counselor, Student Services Chair	08/08/2005	05/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Professional development for Discipline and Safety will include training in the following workshops:

It did not have to happen

Peer mediation and conflict resolution

Progressive discipline techniques

## **Evaluation**

This objective will be evaluated by using the following strategies:

1. Log in Faculty and staff
2. Maintain records on peer mediation and conflict resolution
3. Log for parents and students that attend safety workshops
4. The number of outdoor suspensions.

## 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"/>

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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:**

Doral Middle School will increase the number of students enrolled in technology classes.

### **Needs Assessment**

Results of the analysis of the data for the 2004 – 2005 school year showed a 26 percent enrollment in technology courses. Exploring technology had 155 students enrolled. Computer Programming had 16 students enrolled, and Business key boarding had 145 students enrolled. There will be a five percent increase of students enrolled in technology classes.

## Measurable Objective

Given an emphasis on the use of technology in education, there will be a five percent increase in enrollment in the 2005 - 2006 school year as compared to the 2004 - 2005 school year in Introduction to Computer Programming I, Exploring Technology, and Business Keyboarding.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Prepare a short PowerPoint presentation for each class to be presented during spring matriculation.	Technology Coordinator, Exploring Technology, Business Teacher	08/08/2005	03/31/2006
Create a school-wide Intranet for display of student projects from each technology class.	Technology Coordinator	08/08/2005	05/24/2006
Provide on-going training for teachers on the benefits of student use of technology.	Administrative Team Technology Coordinator Computer Specialist	10/28/2005	5/24/2006
Identify students who desire to take technology related courses during the 2005-2006 school year through a student survey.	Technology Coordinator	08/08/2005	09/30/2005
Provide exposure for students on the use the computer labs and the mobile lab.	Administrative Team, Technology Coordinator	08/08/2005	05/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Professional development for technology will include: Trained on effective utilization of technology materials (e.g., FCAT Explorer, Riverdeep, MDCPS Education Portal.)

## Evaluation

This objective will be evaluated by using the following strategies:

1. Comparing technology class enrollments from the 2005-2006 school year with enrollments from the previous school year
2. Professional and in-service training logs

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

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

### ***GOAL 8 STATEMENT:***

Doral Middle School will promote the overall health and fitness of students.

### ***Needs Assessment***

Results of the physical fitness test indicate that 70% of the students in Physical Education are receiving a passing grade in the FITNESSGRAM test. There needs to be a 10% increase in the number of students receiving passing grades on the FITNESSGRAM test.

## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM, students in grades six through nine will increase the test result by ten percent from the FITNESSGRAM test administered in October, 2005 compared to the FITNESSGRAM post - test administered in December, 2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the components of the health related test.	Physical Education Chair Person	08/08/2005	02/28/2006
Perform a series of activities designed to improve muscular strength and endurance, flexibility and cardio respiratory functions.	Physical Education Chair Person	08/22/2005	05/24/2006
Set realistic individual student goals for improving health related fitness.	Physical Education Chair Person	08/22/2005	05/24/2006
Understand the relation of good nutrition in order for students to achieve a high level of health-related fitness.	Physical Education Chair Person Science Chair Person, Student Services Chair Person, and Family and Consumer Education Teacher	08/08/2005	05/24/2006
Work in conjunction with the Science department to improve students' understanding of nutrition.	Physical Education Chair Person Science Chair Person, Student Services Chair Person, and Family and Consumer Education Teacher	11/01/2005	05/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Professional Development for Physical Education will include:

Workshop on proper test administration for the standards of the health FITNESSGRAM. Workshop on the proper use of free weights for the development of upper body strength on young adolescents.



## **Evaluation**

This objective will be evaluated by using the following strategies:

- 1.Pre – Post test on health FITNESSGRAM
- 2.Teacher observation
- 3.Decrease the amount of time students use to execute cardio vascular activities
- 4.Increase the length of flexibility
- 5.Increase the amount of curl – ups and push ups
- 6.PACES observation

## 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"/>

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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 9 STATEMENT:***

Doral Middle School will increase enrollment in the dance classes.

### ***Needs Assessment***

Results of the analysis of the data for the 2004 – 2005 school year showed a total of 108 students enrolled in dance classes. There will be a ten percent increase of students enrolled in dance class for the 2005 - 2006 school year.

## Measurable Objective

Given emphasis on the benefits of participating in dance programs, the number of students enrolled in dance program 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
Participate in two weekly after school rehearsals.	Dance Teacher	08/08/2005	05/24/2006
Encourage parent involvement and volunteering at events and fundraisers. Participation through Booster Club	Dance Teacher	08/08/2005	05/05/2006
Participate in extra-curricular activities such as community performances and competitions.	Dance Teacher	10/22/2005	05/24/2006
Perform In-school showcasing student and teacher work.	Dance teacher	10/22/2005	10/24/2006
Increase students' focus on creativity and complexity of choreography	Dance Teacher	08/08/2005	05/24/2006

## Research-Based Programs

Not Applicable

## Professional Development

Professional Development for dance will include:

Dance technique acquire through participation in dance workshops.

Participation in workshops offered for dance teachers as well as in-services offered to all teachers.

Involvement in the arts to expose students to the variety and richness of culture existing in the community.

Performance experiences throughout the community to set examples for students.

## **Evaluation**

This objective will be evaluated by using the following strategies:

- 1.Enrollment logs
- 2.In - Class Presentations
- 3.Public Presentations and Performances
- 4.Competitions
- 5.Student Progress Reports
- 6.Student Folders
- 7.Teacher Observation
- 8.PACES observation

## 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.)

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

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

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

Doral Middle School will maintain a 98-percentile ranking on the Return On Investment index of value and cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003, Doral Middle School ranked at the 98th percentile on the State of Florida Return On Investment index.

## Measurable Objective

Doral Middle School will maintain its ranking on the State of Florida Return On Investment index publication in the 2005 – 2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Curriculum Council to make informed purchases, monitor program effectiveness and impact on student achievement.	Administrative Team	08/08/2005	05/24/2006
Use data to place FCAT Level 1 and Level 2 students into before and after tutoring programs utilizing FCAT appropriated funds.	Principal	08/08/2005	05/24/2006
Share information with the general PTSA in school related budget and financial matters.	Principal	08/24/2005	05/24/2006

## Research-Based Programs

Not applicable

## Professional Development

Not applicable

## Evaluation

This objective will be evaluated by:

On the next State of Florida Return On Investment index publication Doral Middle School will maintain a 98th percentile.

## *EESAC Compliance*

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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:***

Over the course of the last school year, EESAC has helped decide A+ award money distribution, with 10 percent going to support instructional programs. The school Treasurer makes an annual report to the EESAC.

### ***Training:***

Informational reports were made throughout the school year to the EESAC by the School Treasurer, Director of Counseling and Testing, Careers Specialist, Department Heads and Team Leaders in order to facilitate EESAC decision making. During the last school year EESAC received presentations on FCAT Explorer, Edusoft, Electronic Gradebook and E-Mail Server, Career Day Activities, Family, Career and Community Leaders of America (FCCLA) activities, Cheerleading and Agricultural Education Awards activities.

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

EESAC effectively distributed funds provided by the General Appropriations Act to instructional departments in support of the implementation of the school improvement plan (SIP).

### ***Technology:***

As our school has just turned five years of age, Technology needs to be addressed by EESAC only as an informational item. Our school has applied for replacement of old equipment but was informed that the district list to upgrade old machines is on a first come, first serve, basis, and that funding has been a problem every year.

### ***Staffing:***

EESAC members served as members of curriculum departments, which they selected, in order to help staff prepare the SIP.

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

Our Director of Counseling and Testing is an EESAC member and keeps us advised on a semi-annual basis about concerns of her department and school wide testing issues.

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

***Benchmarking:***

EESAC members are part of the departmental meetings, and take part in meetings twice a month.

***School Safety & Discipline:***

A school safety & discipline committee was formed for the 2005 - 2006 school year. The purpose of this committee is to give students an additional opportunity to direct misbehavior in due of suspension



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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*