
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6161 - Lawton Chiles Middle School

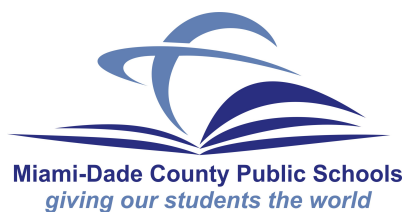
FeederPattern: American Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Alan Stevens

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Lawton Chiles Middle School

Lawton Chiles Middle School consistently reaches for excellence in school operations, student academic achievement, and community relations. It is our mission to increase student achievement and create a climate of respect and responsibility in our diverse, multicultural, and middle class school population. The school along with its regular curriculum offers numerous Exceptional Education Program courses to include a gifted program, Emotionally Handicapped, Severely Emotionally Handicapped, Varying Exceptionalities; extended Foreign Language programs which includes various levels of Spanish, French, Italian and Chinese; and an extensive ESOL program which includes English for Speakers of other Languages, and Bilingual Curriculum Content. The school has maintained a school grade of B for the last four consecutive years, and realized an increase in total school points this past year as compared to decreasing scores in the two previous years. This accomplishment is the result of the teamwork of our faculty and staff, parents, students, neighborhood and business community leaders. The following objectives have been set by LCMS to achieve academic excellence.

Given instruction based upon the Sunshine State Standards, students in grades six through eight will increase by 5 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 upon the Sunshine State Standards, Limited English Proficient students will improve reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

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

Given instruction based on the Sunshine State Standards, students in grades six through eight will 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, African American students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based upon the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by 83 percent of students achieving high standards on the 2006 administration of the FCAT writing test.

Given instruction based upon the Sunshine State Standards, students with disabilities in grade 8 will improve their writing skills as evidenced by 83 percent of students achieving high standards on the 2006 administration of the FCAT writing test.

Given instruction based upon the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score on the 2006 administration of the FCAT science test.

Given the school-wide emphasis on community/parental involvement the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the participation logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of critical response incidents.

Given an emphasis in the use of technology in education, all teachers will utilize the electronic gradebook as evidenced by 100 percent production of electronic report cards for all grading periods.

Given instruction based upon District mandated FITNESSGRAM standards, students in grades six through eight will improve their fitness levels enough to increase the fitness awards achieved by three percent.

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language course will increase by 5 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Lawton Chiles Middle School will improve its ranking on the State of Florida ROI index publication from the 96th percentile in 2003 to the 97th percentile on the next publication of the index.

As indicated by the Organizational Performance Improvement Snapshot survey tool, respondent responses of Strongly agree or agree were indicated for better than 80 percent of the survey questions. The school foundation areas of Stakeholder Engagement and Faculty and Staff were the two lowest rated areas even though they rated positive responses of 82 percent and 84 percent respectfully. It is important for our success to have 100 percent of our stakeholders strongly agreeing with the operations of the school. Both of these areas are being addressed through the use of the Continuous Improvement Model processes. Adjustments to school procedures and assessment techniques will be made as indicated by the analyzed data.

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.

Lawton Chiles Middle School

VISION

The Lawton Chiles Middle School faculty, staff, parents, students and community are committed to providing a learning atmosphere that fosters maximum student achievement in a technologically advanced and creative environment.

MISSION

The mission of Lawton Chiles Middle School is to increase student achievement and create a climate of respect and responsibility.

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 students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Lawton Chiles Middle School serves approximately 1790 students in grades six , seven , and eight. The school is located in a multi-cultural community in Northwest Miami-Dade County that includes single-family homes, townhouses, multi-dwelling condominiums, and apartments. The school was built in 1999 as part of the American Senior High School feeder pattern.

The school employs a total of 143 staff members. Of this group, four are administrators, 88 are classroom teachers, 14 are exceptional education teachers, four are guidance counselors, one is a TRUST Specialist, one is a shared-time career occupational specialist, one is a classroom paraprofessional, nine are clerical employees, 15 are cafeteria workers, 5 are security monitors, and 10 are custodial service workers. Of the teaching staff, 18 are new to the school, and the length of time teaching in Florida averages 11 years. Approximately, 48 have advanced degrees.

Lawton Chiles Middle School serves students from the surrounding neighborhood which are 75 percent standard curriculum students, 8 percent ESE (non-gifted), 8 percent gifted students, 56 percent economically disadvantaged students, and nine percent ESOL students. The ethnic/racial composition of the student population is 6.5 percent White Non-Hispanic, 75.5 percent Hispanic, 15 percent African American, and 3 percent Asian/Other.

Lawton Chiles has been awarded monies from the Children's Trust Fund to operate the South Florida All-School All-Star program for 100 students, NCLB grant to fund the Technology Leadership Program, Dade County Commissioner Seijas grant to fund before and after-school student tutorial services, and Title III funds for Project EIEP. Our strengths are a fabulous and energetic faculty and staff who are goal driven to become an A school. The cohesive teamwork that has been developed and the increase in stakeholder buy in through the implementation of the Continuous Improvement Model has substantially improved the ability of this school to achieve its goals. The major challenge we face is to continuously improve our students' overall reading ability and improve the performance of our NCLB subgroups in reading, writing, and mathematics. We have the opportunities to improve on all established SIP goals and our internal data collection and analysis procedures.

School Foundation

Leadership:

Over 90 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the performance of the school leadership in sharing the mission and vision of the school, and setting the direction for the school. This category was tied with another category as the highest ranked with a 4.4 on a scale of 5.0. The introduction of the Continuous Improvement Model (CIM) to the school faculty and staff, and the development of school improvement committees has produced more positive support for the school leadership from all in-house stakeholders.

District Strategic Planning Alignment:

Over 95 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the school process for developing Strategic planning goals and objectives as an integrated team. This category was tied with five other categories as the next highest ranked with a 4.2 on a scale of 5.0. The introduction of the CIM to the school faculty and staff, and the development of school improvement committees has increased interaction among in-house stakeholders that subsequently produced school-wide goals and objectives endorsed by all in-house stakeholders.

Stakeholder Engagement:

Over 82 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the performance of the school in customer and market focus. This category was tied with five other categories as the next highest ranked with a 4.2 on a scale of 5.0. Continuous surveying of the satisfaction level of the customers is needed so adjustments in service can be made on a periodic basis. This is an area where further action needs to be undertaken so greater improvement can be achieved.

Faculty & Staff:

Over 84 percent of the survey respondents' replies to the questions in this area indicated strong agreement or agreement with concept of working as an academic team. This category was tied with five other categories as the next highest ranked with a 4.2 on a scale of 5.0. A stronger approach to teacher mentoring by administrators and departmental leaderships will help improve upon the items such as recognition for work and supervisory encouragement to develop job skills for advancement which received the lowest survey item ratings. This is an area where further action needs to be undertaken so greater improvement can be achieved.

Data/Information/Knowledge Management:

Over 91 percent of the survey respondents strongly agreed or agreed with the performance of the school faculty and staff in measurement, analysis and knowledge management. This category was tied with another category as the highest ranked with a 4.4 on a scale of 5.0. The staff feels confident in its knowledge about using the Edusoft program, Snapshot, and School Performance Indicators as data collection and assessment systems to develop curriculum delivery systems which accommodate the individual learning needs of the students.

Education Design:

Over 85 percent of the survey respondents strongly agreed or agreed with the idea that the processes in place for driving the operation of the school are understood, supported and are working well. This category was tied with five other categories as the next highest ranked with a 4.2 on a scale of 5.0. The introduction of the Continuous Improvement Model during the previous school year along with the establishment of several faculty committees has lead to an improved communication, understanding and support of the operational processes of the school. These improvements have led to a greater feeling of job satisfaction.

Performance Results:

Over 85 percent of the survey respondents strongly agreed or agreed with the idea that the school was performing its job well in areas other than academics. This category was tied with five other categories as the next highest ranked with a 4.2 on a scale of 5.0. Positive changes have been made in addressing student attitudes, teacher support, student behavior and discipline, school spirit, professional ethics, and faculty and staff job satisfaction.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading achievement will improve and Annual Yearly Progress will be met for all No Child Left Behind (NCLB) groups.

Needs Assessment

Scores on the 2005 FCAT Reading subtest indicate that 49 percent of students in grades six through eight scored at or above FCAT achievement level 3, an increase of two percentage points over scores of the 2004 administration; 63 percent of students in grades six through eight made learning gains, an increase of three percentage points over scores of the 2004 administration; 74 percent of the lowest quartile making reading gains in grades six through eight increased seven percentage points over scores of the 2004 administration; students in the No Child Left Behind (NCLB) Limited English Proficiency subgroup population was 16 percentage points below the federal requirement for Adequate Yearly Progress (AYP); and Students with Disabilities subgroup population was 30 percentage points below the federal requirements for Adequate Yearly Progress. Further analysis of the data indicates additional emphasis needs to be given in Word/Phrases, Main Idea/Purpose, Comparisons, Reference/Research to grade six;

Comparisons and Reference/Research to grade seven; and Main Ideas/Purpose, Comparisons, and Reference/Research to grade eight.

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

Measurable Objective

Given instruction based upon the Sunshine State Standards, students in grades six through eight will increase by 5 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 upon the Sunshine State Standards, Limited English Proficient students will improve reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a daily 30 minute school-wide reading initiative based upon teacher and student directed reading activities.	Administration, Language Arts Department Chairperson, all instructional staff	8/8/2005	5/24/2006
Identify and target grade 6 standard curriculum students who scored at or above Achievement level 3 in reading, and expose them to critical thinking strategies and secondary school reform.	Administration, Language Arts Department Chairperson, Language Arts staff, all instructional staff.	8/8/2005	5/24/2006
Administer the Oral Reading Proficiency test to monitor oral proficiency for all intensive reading students on a quarterly basis, using results to adjust	Administration, Student Services, Language Arts Chairperson, and Language Arts staff.	8/8/2005	5/24/2006

instruction towards specific benchmarks.			
Implement a Language Arts wheel to focus on research and writing practices through reading Best Practices initiatives in all content areas and genres for students who scored at or above Achievement level 3.	Administration, Student Services, Language Arts Department Chairperson.	8/8/2005	5/24/2006
Create a Reading Plus class for students at Achievement 1, with special emphasis on Limited English Proficient (LEP) and Students with Disabilities (SWD) and any student who scored at a 4th grade level or below on the 2005 San Diego Assessment test.	Administration, Student Services, Language Arts Department Chairperson	8/8/2005	5/24/2006
Identify FCAT level 1 and 2 reading students with special emphasis on Limited English Proficient (LEP) and Students with Disabilities (SWD) and offer reading in the form of intensive reading classes, before and after-school tutoring programs two times per week for these identified students, and a Saturday Academy for level 3 and 4 students.	Administration, Student Services, Language Arts Department Chairperson, and Language Arts Staff	8/4/2005	5/24/2006

Research-Based Programs

Prentice Hall Textbook series for Language Arts Instruction, Read XL series for Intensive Reading Instruction, Read Advantage for Intensive Reading plus instruction, Read 180 program instruction for inclusive intensive reading courses, and 8-Step Continuous Improvement Model(CIM).

Professional Development

1. 8-step Continuous Improvement Model (CIM), 2. Data driven decision making, 3. Creating Independence through Student-owned Strategies (CRISS), 4. Scope and Sequence, 5. Lesson Planning, 6. Reciprocal Teaching, 7. Best practices through District and other sources, 8. ESOL Strategies, 9. Inclusion Model, 10. Snap Shot software, 11. AIP Training, 12. Edusoft training

Evaluation

The summative assessment of this objective will be based upon the data from the 2006 FCAT.

The formative assessment of this objective will be based upon school developed bi-weekly assessments, district quarterly assessments, quarterly Oral Reading Proficiency Test, individual diagnostic reading, and tutorial program Pre/Post-Tests.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Mathematics achievement will improve and Annual Yearly Progress will be met for all No Child Left Behind (NCLB) groups.

Needs Assessment

Scores on the 2005 FCAT Mathematics subtest indicate that 51 percent of students in grades 6 through 8 scored at or above FCAT achievement level 3, a decrease of one percentage point over scores of the 2004 administration; 66 percent of students in grades 6 through 8 made learning gains, a decrease of two percentage points over scores of the 2004 administration; students in the No Child Left Behind (NCLB) African American subgroup population was 12 percentage points below the federal requirement for Adequate Yearly Progress (AYP); Economically Disadvantaged Students subgroup population was one percentage point below the federal requirement for Adequate Yearly Progress; Limited English Proficiency students subgroup population was nine percentage points below the federal requirement for Adequate Yearly Progress; and Students with Disabilities subgroup population was 35 percentage points below the federal requirements for Adequate Yearly Progress. Further analysis of the data indicates additional emphasis needs to be given in Measurement, Algebraic Thinking, and Data Analysis for grade 6, Number Sense, Measurement and Algebraic Thinking in Grade 7, Measurement, Geometry, Data Analysis, and Algebraic Thinking in Grade 8.

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

Measurable Objective

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

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize on-site developed Pre/Posttests, and short and frequent assessments through the Edusoft program to monitor students' academic performance and adjust instructional programs accordingly.	Administration, Mathematics Department Chairperson and Mathematics Department staff.	8/8/2005	5/24/2006
Identify and target standard curriculum students who scored at or above Achievement level 3 in mathematics in each of the NCLB subgroups for enrollment in advanced academic courses with more rigorous mathematics requirement.	Administration, Student Services, Mathematics Department Chairperson, and Mathematics Department staff.	8/8/2005	5/24/2006
Use the Test Tools, Aseess2Learn, FCAT Explorer, Glencoe Test Software, and Edusoft software to identify specific mathematical weaknesses.	Administration, Mathematics Department Chairperson and Mathematics Department staff.	8/8/2005	5/24/2006
Utilize in the classroom Student Performance	Administration, Mathematics	8/8/2005	5/24/2006

Indicators (SPI), Snap Shot, and Edusoft databases to target data driven instruction for students.	Department Chairperson and Mathematics Department staff.		
Develop and implement curriculum alignment schedule to ensure uniformity of instruction and timely presentation of material.	Administration, Mathematics Department Chairperson and Mathematics Department Staff.	8/8/2005	5/24/2006
Identify FCAT Level 1 and 2 mathematics students with special emphasis on African American, Economically Disadvantaged, Limited English Proficient(LEP)and Students with Disabilities(SWD) and offer intensive mathematics classes, and before and after-school tutoring programs two times per week to these identified students.	Administration, Student Services, Mathematics Department Chairperson, and Mathematics Department staff.	8/8/2005	5/24/2006

Research-Based Programs

Glencoe Mathematics core series and 8-Step Continuous Improvement Model (CIM).

Professional Development

1. 8-step Continuous Improvement Model (CIM), 2. Data driven decision making, 3. Scope and Sequence, 4. Sunshine State Standards (SSS) Benchmarks 5. Lesson Planning, 6. FCAT Explorer, 7. Assess2Learn, 8. RiverDeep program, 9. TestTools program, 10. SnapShot program, 11. Inclusion Model, 12. Edusoft software, 13. ESOL Strategies, 14. AIP development, 15. Best practices through District and other sources, 16. Creating Independence through Student-owned Strategies (CRISS)

Evaluation

The summative assessment of this objective will be based upon the data from the 2006 FCAT.

The formative assessment of this objective will be based upon school developed Pre/Post-Tests, tutorial program Pre/Post-Tests, and short and frequent teacher assessments.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Writing achievement will improve and Annual Yearly Progress will be met for all No Child Left Behind (NCLB) groups.

Needs Assessment

Scores on the 2005 FCAT Writing subtest indicate that 82 percent of students in grade 8 met the state required mastery level of 3.5. The combine writing score of 3.7 was a decrease of 0.1 from the combined score of the 2004 administration. The No Child Left Behind (NCLB) Students with Disabilities subgroup population was 5 percentage points below the federal requirement for Adequate Yearly Progress (AYP) Further analysis of the data indicates additional emphasis needs to be given in writing to persuade.

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

Measurable Objective

Given instruction based upon the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by 83 percent of students achieving high standards on the 2006 administration of the FCAT writing test.

Given instruction based upon the Sunshine State Standards, students with disabilities in grade 8 will improve their writing skills as evidenced by 83 percent of students achieving high standards on the 2006 administration of the FCAT writing test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a Language Arts wheel to focus on research through writing best practices initiatives in all content areas and genres for students who scored at or above Achievement level 3.	Administration, Language Arts Department Chairperson.	8/8/2005	5/24/2006
Use the Pre and Post FCAT Writing test, and implement a quarterly writing sample assessment to identify students not meeting the state writing requirements as indicated by their writing samples and adjust the academic instruction plan.	Administration, Language Arts Department Chairperson and Language Arts Department staff	8/8/2005	5/24/2006
Implement a cross curriculum daily journal writing requirement with emphasis on grade 8 student participation and performance.	Administration, Student Services, Department Chairpersons for ESE, Language Arts, Science, and Social Studies.	8/8/2005	5/24/2006
Implement a focused writing program as part of the Critical Thinking Language Arts wheel for grade 6 students, and reinforce principles of this program through grade 7 and 8.	Administration, Language Arts Department Chairperson, and Language Arts Department Staff.	8/8/2005	5/24/2006
Increase participation of grade 6, 7, and 8 students in electives such as newspaper and journalism.	Administration, Student Services, Language Arts Department Chairperson, Language Arts staff.	8/8/2005	5/24/2006
Develop in-house essay contests and increase participation in current District Writing contests.	Administration, Language Arts Department Chairperson, Language Arts staff	8/8/2005	5/24/2006

Research-Based Programs

Prentice Hall sources which include Writing and Grammar Interactive Text on CD-ROM, Write Source 2000 Skills Book, and 8-Step Continuous Model (CIM).

Professional Development

1. 8-step Continuous Improvement Model (CIM), 2. Data driven decision making, 3. Writing Across the Curriculum, 4. Writing Strategies 5. FCAT Prompts, 6. Holistic Scoring with rubrics, 7. Sunshine State Standards (SSS) Benchmarks, 8. Inclusion Model, 9. Best writing practices.

Evaluation

The summative assessment of this objective will be based upon the data from the 2006 FCAT.

The formative assessment of this objective will be based upon Pre/Post FCAT Writing Tests, and school developed quarterly writing assessment samples.

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

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 4 STATEMENT:

Science achievement will improve for all grade eight students.

Needs Assessment

Scores on the 2005 FCAT Science subtest indicate that 49 percent of grade 8 students scored at or above the District mean scale score of 272, a decrease of 19 percentage points over scores of the 2004 administration, and the school scale score of 268 was four points below the District mean scale score. Further analysis of the data indicates additional emphasis needs to be given in all content clusters.

Measurable Objective

Given instruction based upon the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score on the 2006 administration of the FCAT science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify and target standard curriculum students who scored at or above Achievement level 3 in reading and or mathematics in each NCLB subgroups for enrollment in advanced academic courses with more rigorous science requirements.	Administration, Student Services, Science Department Chairperson, and Science Department staff.	8/8/2005	5/24/2006
Implement curriculum alignment schedule to ensure uniformity of instruction and timely presentation of material.	Administration, Science Department Chairperson and Science Department staff	8/8/2005	5/24/2006
Increase the number of classroom inquiry based activities that require process skills for group and individual work.	Administration, Science Department Chairperson and Science Department staff.	8/8/2005	5/24/2006
Maintain a viable School Science Fair Project program that fosters maximum student participation.	Administration, Science Department Chairperson and Science Department staff.	8/8/2005	5/24/2006
Identify students who need additional assistance and create student mentor groups to assist them.	Administration, Science Department Chairperson and Science Department staff.	8/8/2005	5/24/2006
Utilize on-site developed Pre/Post-tests and short frequent assessments through the Edusoft program to monitor students' academic performance and adjust instructional programs accordingly.	Administration, Science Department Chairperson and Science Department staff.	8/8/2005	5/24/2006

Research-Based Programs

Core Science Program by Glencoe Series, Modern Earth Space Science by Holt, and 8-Step Continuous Improvement Model (CIM)

Professional Development

1. 8-step Continuous Improvement Model (CIM), 2. Data driven decision making, 3. Scope and Sequence, 4. River-Deep, 5. Lesson Planning, 6. TestTools, 7. Sunshine State Standards (SSS) Benchmarks, 8 In-house assessment tools. 9. Inclusion Model, 10. ESOL Strategies, 11. Creating Independence through Student-owned Strategies (CRISS), 12. Best practices through District and other sources, 13 Science Fair Project Development, 14. Edusoft program

Evaluation

The summative assessment of this objective will be based upon the data from the 2006 FCAT administration.

The formative assessment of this objective will be based upon school developed Pre/Post-Tests, short and frequent teacher assessments.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input 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 5 STATEMENT:

Parental involvement and satisfaction with the school environment must increase.

Needs Assessment

An analysis of parental involvement trends at Lawton Chiles Middle School reveals that parental attendance (parents of the participants) is high usually at or above 80 percent at special events such as Science Fairs, Choral and Band performances, drama related activities and multicultural fairs. Parental involvement is excellent for open house at about 65 percent for grade six parents, but decreases significantly for grade seven to about 25 percent and grade eight parents at ten percent. Other academically related activities such as parent workshops and AIP conferences are not well attended and usually averaged about 3 percent except for interdisciplinary team parent conferences where about 98 percent of the schedule parents due attend. Additionally the number and variety of parent workshops offered needs to be increased from the three or four per year to at least one per month.

Measurable Objective

Given the school-wide emphasis on community/parental involvement the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the participation logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide strategies for parents to use at home to support reading, mathematics, writing and science achievement through workshops, printed information, community school/parent outreach programs.	Administration, PTSA, EESAC, Department Chairpersons.	8/8/2005	5/24/2006
Maintain an up-to-date parent resource center containing pertinent school information in the front administrative office.	Administration, PTSA, Student Services, Department Chairpersons.	8/8/2005	5/24/2006
Publish a monthly informational newsletter for parents and students.	Administration, PTSA	8/8/2005	5/24/2006
Promote and facilitate parent stakeholder participation in school-wide goal planning and activity development.	Administration, PTSA and EESAC	8/8/2005	5/24/2006
Develop and implement workshops, printed information, community school/parent outreach programs for for use by parents to assist in their children's academic development.	Administration, PTSA and EESAC	8/8/2005	5/24/2006
Conduct Parent-Teacher-Student Association (PTSA) membership drive to increase parent participation in school based activities.	Administration, PTSA, EESAC	8/8/2005	5/24/2006

Research-Based Programs

National Standards for Parent and Family Involvement PTSA and 8-Step Continuous Model (CIM)

Professional Development

1. 8-step Continuous Improvement Model (CIM), 2. Data driven decision making, 3. Monthly EESAC Meetings 4. Conducting workshops

Evaluation

The summative assessment of this objective will be based upon the analysis of participation logs for the 2004-2005 and 2005-2006 school years.

The formative assessment of this objective will be based upon attendance rosters for workshops, special activities, EESAC meetings, volunteers, and PTSA membership.

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"/>

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Lawton Chiles Middle School will reduce the number of critical response incidents.

Needs Assessment

An analysis of the Student Case Management System Executive Summary, Suspension rates report, and the Serious Incident Report Lawton Chiles has seen a significant decrease in critical response incidents from 150 in 2003-2004 to 100 in 2004-2005. A need still exists to reduce this number further.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of critical response incidents.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and maintain a school-wide set of common classroom rules.	Administration, Discipline Committee, all instructional staff.	8/8/2005	5/24/2006
Implement and maintain a sequence of consequences which escalate rapidly for repeat offenders.	Administration, Discipline Committee, and all instructional staff.	8/8/2005	5/24/2006
Increase utilization of guidance counselors to provide interventions to modify inappropriate student behaviors.	Administration, Student Services	8/8/2005	5/24/2006
Limit the amount of indoor suspensions authorized per student.	Administration and CSI Instructor.	8/8/2005	5/24/2006
Implement a program of rewards and incentives for model student behavior.	Administration, Incentives and Rewards Committee.	8/8/2005	5/24/2006
Maintain a computerized system for identifying and authorizing access to the school site by non-school site persons.	Administration, Security Monitors	8/8/2005	5/24/2006

Research-Based Programs

Assertive Discipline by Lee Cantor and 8-Step Continuous Improvement Model (CIM)

Professional Development

1. Continuous Improvement Model (CIM),
2. Assertive Discipline,
3. Classroom Management Training,
4. "Did Not Have To Happen" training

Evaluation

The summative assessment of this object will be based upon extracted data from the School Police Activity Report Monthly Totals By Location Report.

Formative assessment of this objective will be based upon the monthly analysis of Student Case management forms forwarded to and acted upon by Administration.

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

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

GOAL 7 STATEMENT:

Lawton Chiles Middle School will have all teachers utilize the electronic Pinnacle Grade-book Program.

Needs Assessment

An analysis of the staff shows that some 18 teachers were new to our school this year and had never used an electronic grade-book.

Measurable Objective

Given an emphasis in the use of technology in education, all teachers will utilize the electronic gradebook as evidenced by 100 percent production of electronic report cards for all grading periods.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct appropriate initial and upgrade electronic grade-book software training for appropriate instructional personnel.	Administration, Grade-Book Manager	8/8/2005	5/24/2006
Conduct periodic monitoring to ensure proper utilization of the Pinnacle Grade-Book software by teachers.	Administration, Grade-Book Manager	8/8/2005	5/24/2006
Provide as needed, support for staff members who are having difficulties implementing the program.	Administration, Grade-Book Manager and individual instructional staff	8/8/2005	5/24/2006
Print Interim progress reports for the entire student population.	Administration, Grade-Book Manager	8/8/2005	5/24/2006
Print individual attendance and academic progress reports to be used during Parent/Teacher conferences.	Administration and individual instructional Staff	8/8/2005	5/24/2006

Research-Based Programs

Pinnacle Grade-Book Program by Excelsior and 8-Step Continuous Improvement Model (CIM)

Professional Development

1. Electronic Pinnacle Grade-Book training 2. 8-Step Continuous Improvement Model (CIM)

Evaluation

The summative assessment of this objective will be based upon the actual grading period and examination inputs download to OIT for year end report cards as indicated by a school generated report.

The formative assessment of this objective will be based upon the periodic review of system use by the Grade-Book Manager.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Lawton Chiles Middle School will increase the number of students receiving awards based upon the FITNESSGRAM.

Needs Assessment

An analysis of the 2005 Physical Fitness test summary indicates that 68 percent of the students tested under the FITNESSGRAM achieved Gold or Silver Awards, a increase of 41 percentage points over scores of the 2004 FITNESSGRAM administration.

Measurable Objective

Given instruction based upon District mandated FITNESSGRAM standards, students in grades six through eight will improve their fitness levels enough to increase the fitness awards achieved by three percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement periodic student fitness progress checks to monitor student fitness development.	Physical Education Instructors	8/8/2005	5/24/2006
Develop activities for students that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administration, Physical Education Department instructors, and all other instructional staff	8/8/2005	5/24/2006
Utilize FITNESSGRAM Curriculum.	Administration, Physical Education Department Instructors	8/8/2005	5/24/2006
Dedicate an appropriate amount of time for fitness related activities on a weekly basis.	Physical Education Department instructors, and all other instructional staff	8/8/2005	5/24/2006
Administer a FITNESSGRAM pre and post-test to determine fitness levels of the tested students.	Administration, Physical Education Department instructors.	8/8/2005	5/24/2006

Research-Based Programs

Human Kinetics FITNESSGRAM and 8-Step Continuous Improvement Model

Professional Development

1. 8-step Continuous Improvement Model 2. Data driven decision making 3. Activities to enhance cardiovascular, flexibility, muscular strength and endurance.

Evaluation

The summative assessment of this objective will be based upon the results of the Pre and Post test results of the FITNESSGRAM, health-related fitness test.

The formative assessment of this objective will be based upon the periodic review of student fitness progress assessments.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Lawton Chiles Middle School will increase the number of students participating in foreign language curriculums and activities.

Needs Assessment

A comparison analysis of the 2004-2005 school year to the 2005-2006 school year foreign language student population indicated that the Spanish language curriculum student population decreased by 22.5 percent, the French language curriculum population decreased by 14.8 percent, the new Italian language curriculum offering needed to be increased to accomodate a 600 percent student population increase and there was strong interest in having a Chinese language course.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in a foreign language course will increase by 5 percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the Italian language offering from one period instructional schedule to a schedule of five periods.	Administration, Student Services, ESOL Department Chairperson, and Foreign Language staff	8/8/2005	5/24/2006
Implement one instructional period for a Chinese language curriculum.	Administration, Student Services, ESOL Department Chairperson, and Foreign Language staff.	8/8/2005	5/24/2006
Expand the annual Culture Fair to include Spanish, French, Italian and Chinese representation at the fair.	Administration, ESOL Department Chairperson, Foreign Language staff	8/8/2005	5/24/2006
Develop a support agreement with FIU and Taiwan to produce additional resources to enhance the Chinese Language course.	Administration, ESOL Department Chairperson	8/8/2005	5/24/2006
Maintain extended foreign language program in Spanish for students in grade 6 through 8 using the science curriculum.	Administration, Student Services, ESOL Department Chairperson, Foreign Language staff, and Science Department staff.	8/8/2005	5/24/2006
Participate in Italian government sponsored cultural activities and contests.	Administration, Student Services, ESOL Department Chairperson, and Foreign Language staff.	8/8/2005	5/24/2006

Research-Based Programs

Core Foreign Language Programs in French and Spanish by Glencoe Series and 8-Step Continuous Improvement Model (CIM).

Professional Development

1. 8-Step Continuous Improvement Model (CIM) 2. Data driven decision making, 3. District offerings for Extended Foreign Language Teachers

Evaluation

The summative assessment of this objective will be based upon the increase in students requesting foreign language classes.

The formative assessment of this objective will be based upon an analysis of the students participating in foreign language courses and the number of students interested in enrolling in these programs during the spring articulation period for the next school year.

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 type="checkbox"/>

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Lawton Chiles Middle School ranked at the 96th percentile on the State of Florida ROI index.

Measurable Objective

Lawton Chiles Middle School will improve its ranking on the State of Florida ROI index publication from the 96th percentile in 2003 to the 97th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Improve staff knowledge about the use of financial resources in relation to school programs.	Administration	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Administration	8/8/2005	5/24/2006
Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/8/2005	5/24/2006
Share use of facilities, partnering with community agencies.	Administration	8/8/2005	5/24/2006

Research-Based Programs

State of Florida ROI Index and 8-Step Continuous Improvement Model (CIM)

Professional Development

8-Step Continuous Improvement Model (CIM)

Evaluation

The summative assessment of this objective will be based upon the publication of the next ROI index when Lawton Chiles Middle School will show progress toward reaching the 97th 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:

EESAC approved the allocation of monies for the before-school and after-school tutorial program from both the EESAC funds and FCAT enhancement monies and the purchase of additional instructional materials such as FCAT Science Dailies, and Test Tools program upgrade which support SIP goals.

Training:

EESAC discussed and recommended general training and professional development activities for Snapshot training and CIM training which support SIP goals.

Instructional Materials:

EESAC reviewed and recommended non-state adopted instructional materials such as FCAT Science Dailies and Test Tools program which support SIP goals.

Technology:

EESAC reviewed and made recommendations for the replacement of aging technology and use of existing technology to support SIP goals. It was recommended that the CSI room have computers and the poster making machine in the media center be replaced.

Staffing:

EESAC reviewed with the Principal, current staffing proposals and offered advice and comment for Administrators' consideration. Two positions, one in geography and one in science were converted and additional sixth period supplements were issued while the remaining monies went into the school's discretionary fund.

Student Support Services:

EESAC reviewed current volunteer procedures and discussed approaches to increasing parental involvement in academic activities. Publication of school events and parent workshops in the local community newspaper has been increased and increased emphasis has been placed on securing more high school student participation for tutoring and mentoring programs.

Other Matters of Resource Allocation:

EESAC discussed possible approaches to the community through the CBRs to gain additional support and resources for SIP accomplishment. Team Metro will be present at most of the special events for parents.

Benchmarking:

Discussed current SIP and how it will be minimally assessed on a quarterly basis to adjust strategies as needed within the structure of the Continuous Improvement Mode (CIM). All quarterly data will be compiled, analyzed, and reported as an in-progress update.

School Safety & Discipline:

EESAC reviewed and supported all recommendations of the School Discipline Committee, and approved the continued fiscal support of the on-line school computerized visitor ID and screening system.

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