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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6211 - Glades Middle School

*FeederPattern:* Miami Killian Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Elio Falcon, Jr.

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Glades Middle School*

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The Glades Middle School community seeks to empower students through a curriculum of academic and technological support that will enable them to meet the choices and challenges of the 21st century. Glades Middle School is a suburban middle school with a diverse enrollment of 1438 ; 75% Hispanic, 18% White, 3% Black, and 4% Asian/Native American/Multiracial, in grades sixth through eighth. Thirty-six percent of our students at Glades Middle School are on free or reduced meals. At this time, new programs and concepts have been implemented which include an increased number of high school courses offered in mathematics, science, and Foreign Languages on campus that focus on developing higher level thinking skills, double blocking of students experiencing reading and mathematics difficulties, increased staff development, implementation of the Comprehensive Reading Plus Plan, the Inclusion Model of teaching and the Plato Credit Recovery Program. The Glades Middle School community has carefully reviewed data and trends including School Improvement Plan 2005-2006, the 2005 test results from the Florida Comprehensive Assessment Test (FCAT) in Reading, Mathematics, Writing, and Science, the District's interim assessments, the Gates MacGinite Reading Comprehension Test, and the Oral Fluency Probe. As a result, the Glades Middle School community, represented by the Educational Excellence School Advisory Council identified the following goals and objectives for the 2005-2006 School Improvement Plan.

Given instruction using Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 62 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards, Limited English Proficient (LEP) students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students scoring at or above FCAT Level 3 on the 2006 FCAT Reading test.

Given instruction using Sunshine State Standards, Students With Disabilities (SWD) students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students scoring at or above FCAT Level 3 on the 2006 FCAT Reading test.

Given instruction using Sunshine State Standards, students in grades six through eight will improve their mathematic skills as evidenced by 67 percent of students scoring FCAT Achievement level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Limited English Proficient students (LEP), in grades six through eight will improve their mathematic skills as evidenced by 50 percent of the students scoring at or above FCAT Achievement Level 3 on the 2005 FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students With Disabilities (SWD), in grades six through eight will improve their mathematic skills as evidenced by 50 percent of the students scoring at or above FCAT Achievement Level 3 on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, eighth grade students will increase or maintain their writing skills as evidenced by 90 percent of students achieving 4.0 or higher documented by scores of 2006 FCAT Writing Plus test.

Given instruction using the Florida Sunshine State Standards students in grade eight will improve their science skills as evidenced by meeting or exceeding the District's mean scale score in the 2006 FCAT Science test.

Given collaboration within the Glades community, volunteer stakeholders will actively participate in programs and activities to enhance student achievement and maximize community involvement as documented by the 2005-2006 Volunteer Hour Log Book achieving a total of 2,876 volunteer hours for the 2005-2006 academic year and the acquisition of the Miami-Dade County Public Schools 2005-2006 Golden School Award.

Given the effect of student attendance on student achievement, the number of outdoor suspensions from school during the 2005-2006 year will decrease as compared to the previous year by two percent via SCMS report.

Given the increased use of technology, 100% of the instructional staff will use the Excelsior Electronic grade book by the third nine week grading period as documented by the 2005-2006 ITS usage reports.

In order to address the needs of all students, the Continuous Improvement Model has been implemented at Glades Middle School as it includes data disaggregation, timeline developments, curriculum and instructional focus, tutorials, enrichment, and assessment.

Given instruction using the Sunshine State Standards, the number of students enrolled in Foreign Language classes will increase by 2% in the 2005-2006 school year, as compared to 417 students enrolled in Foreign Language classes in the 2004-2005 school year as documented by the master schedule.

Glades Middle School will improve its ranking on the State of Florida Return on Investment index publication from the 87 percentile in 2003 to the 90 percentile on the next publication of the index.

Data from the 2005-2006 Organizational Performance Improvement Snapshot survey indicates that 81% of the staff members who took the survey are frequently satisfied with all the categories surveyed. EESAC selected the two lowest areas which averaged a score of 4.2.; category 6a, "I can get all of the resources I need to do my job." and category 7c, "I know how well my organization is doing financially." Glades Middle School EESAC will address the teachers' concerns in regards to supplies and materials. The administrators will continue to inform the staff about the school's financial resources through Faculty meetings and the principal will present the school's budget to EESAC.

# 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.

## Glades Middle School

### VISION

Glades Middle School's vision statement encompasses a comprehensive and inclusive learning environment developed through interdisciplinary planning, that will engage the learning styles of all students by infusing technology throughout the curriculum.

### MISSION

Glades Middle School's mission statement is to empower students with critical thinking skills so that they are prepared for lifelong learning and stresses the values of creativity, information, and experimentation. Thus, providing the students with the tools needed to succeed in a highly technological world and become productive members of society.

## 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.

## *School Demographics*

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Glades Middle School is located on 17.24 acres in a southwest Miami-Dade County residential neighborhood. The school is located at 9451 SW 64 Street, Miami, Florida. The campus consists of a two-story main building built in 1963, The Thelma Morgan Science Annex built in 2001, and 13 portables. The new science annex houses state-of-the-art laboratory facilities and the school has been wired to provide closed circuit television and Internet access throughout most of the building. New equipment and refurbished locker rooms support both the athletic and band programs. A 450 seat auditorium serves as a stage for school assemblies and performances. The campus also has four lighted baseball fields that are shared by a community Khoury League.

Glades Middle School serves 1,438 students from the surrounding neighborhood; including standard curriculum students (60%), Exceptional Students Education (ESE) students (28%), English Speakers of Other Languages (ESOL) students (8%), and economically disadvantaged students (48%). The ethnic/racial makeup of the student is 1.8% Asian, .2% Native American, 2.6% multi-cultural, 2.4 Black, 75% Hispanic, and 18% White. The mobility rate is approximately 19%.

This school is comprised of a diverse staff of 74 teachers, five counselors, four administrators, one media specialist, and 28 additional support personnel. Of this group 24 hold advanced degrees, while 11 are currently enrolled in graduate programs or postgraduate coursework. Of the teaching staff seven percent are teachers new to the school, with the average length of time teaching at 11 years.

We at Glades Middle School are very fortunate to have students, parents, community members and administrators who give their hearts and souls to the process of educating our young. There are many awards that have been given to Glades Middle School since it opened its doors. We have received the Golden School award for two decades, the Five Star award for three consecutive years, Miami-Dade County Youth Crime Watch Club of the Year, Music Festival Award, Florida Band Masters Association Superior rating awards for the Symphonic Band, the school's band was awarded a Proclamation from the city of Miami's Major, and Miami-Dade County Public Schools Parent Volunteer of the Year award. In the past few years the school was awarded the Ellis Lab grant and individual teachers have received Education Fund grants.

Glades Middle School staff is aware that SWD and LEP students did not meet adequately yearly progress in the areas of Reading and Mathematics and the LEP students did not meet adequate yearly progress in writing. In order to target the subgroups that did not meet adequate yearly progress we identified the students and enrolled them in remedial reading and math classes along with an after school and Saturday Tutorial program. In addition, the SWD needs in reading continue to be met with the Read 180 program which addresses reading comprehension and LEP students needs are being supplemented through the use of the Ellis Lab and the Home Language Program.

# *School Foundation*

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## ***Leadership:***

With an average score of 4.4, the survey indicates that the leadership of the school more than adequately addresses issues that relate to how the leadership sets direction for the school, shares the mission and vision of the school, creates a positive working environment and involve its employee in the day-to-day operations of the school.

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

With an average score of 4.3, the survey indicates that the goals and objectives of the school and the involvement of its employees in the development of said goals are well aligned with the District's Strategic Planning.

## ***Stakeholder Engagement:***

With an average score of 4.5, the survey indicates that the staff is aware of the needs of the customers and the levels of satisfaction of its customers are gauged by the employee's opinion.

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

With an average score of 4.4, the survey indicates that the faculty and staff feel that their opinions and suggestions are considered by the administration and that the administrators also care about their overall well being.

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

With an average score of 4.6, the survey indicates that the employee knows how to measure and analyze information given and how management role affects the organization's overall plan.

## ***Education Design:***

The after school and Saturday School Tutorial Program implemented at Glades Middle School is open for all LEP and SWD students emphasizing remediation in the FCAT Reading and Mathematics Benchmarks. All FCAT Reading Level 1 and Level 2 students will be identified and placed in intervention programs that address the student's individual needs through the implementation of Reading Plus, Intensive Reading and modified level to Reading instruction.

## ***Performance Results:***

These categories indicate that the two areas that need to be addressed are category 6a and category 7c, which deals with the resources teachers have available and how informed teachers are about the school's monies.

## GOAL 1: READING

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

*Florida Education Priorities*

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

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

Students will make sufficient annual learning gains, to master the state standards in FCAT Reading.

**Needs Assessment**

Results of the 2005 FCAT Reading Test indicate that 60 percent of the sixth through eighth grade students met high standards, (FCAT Level 3 and Above), 63 percent of sixth through eighth grade students made learning gains, and 68 percent of the sixth through eighth grade students in the lowest 25 percent quartile made adequate progress. Comparison of sixth, seventh and eighth grade scores show that Reference and Research is the lowest scoring area for all grade levels. Additionally, sixth, seventh, and eighth grade SWD and LEP students performed poorly on the 2005 FCAT Reading Test, failing to meet the 2005 AYP requirement of 38 percent of students scoring at Level 3 or above.

NCLB SUBGROUP TARGET

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



## Measurable Objective

Given instruction using Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 62 percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards, Limited English Proficient (LEP) students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students scoring at or above FCAT Level 3 on the 2006 FCAT Reading test.

Given instruction using Sunshine State Standards, Students With Disabilities (SWD) students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students scoring at or above FCAT Level 3 on the 2006 FCAT Reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the implementation of the Accelerated Reader Program.	Assistant Principal for Curriculum, Language Arts Teachers, Reading Teachers and Media Specialist.	08/08/05	05/24/06
Continue the implementation of ELLIS LEP Computer Lab.	Assistant Principal for ESOL and ESOL Teachers.	08/08/05	05/24/06
Continue to train teachers on the use of Student Performance Indicators (SPI) to identify Level 1 and Level 2 students and target their instruction through the use of the Academic Improvement Plan (AIP).	Assistant Principal for Curriculum and Language Arts Teachers.	08/08/05	05/24/06
Continue the after and Saturday School Tutorial Program.	Assistant Principal for Curriculum and Tutoring Teachers.	08/08/05	05/24/06
Continue the implementation of the Rigorous Reading Requirement.	Assistant Principal for Curriculum, Advisement Teachers, Language Arts and Reading Teachers.	08/08/05	05/24/06
Continue the implementation of the Read 180 Program for SWD students.	Assistant Principal for Curriculum and ESE Reading Teachers.	08/08/05	05/24/06
Continue the implementation of the Continuous Improvement Model.	Assistant Principal for Curriculum, Language Arts Teachers and Reading teachers.	08/08/05	05/24/06

## **Research-Based Programs**

Prentice Hall Grammar/Writing, Prentice Hall Literature Reading Series and Scholastic XL Reading services.

## **Professional Development**

Language Arts teachers will be informed and or trained in-house with professional development activities that include information about successful research based reading instruction. Language Arts teachers will also attend District workshops as they become available.

## **Evaluation**

This objective will be evaluated by the scores of the 2006 FCAT Reading Test. Interim reports will provide formative assessment which will be used to monitor progress toward this objective. All level 1 and Level 2 students will be monitored for progress and take the Gates-MacGinitie Reading Test and the Oral Fluency Probe to determine proper placement and monitor progress.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 2 STATEMENT:**

Students will make sufficient annual learning gains, to master the state standards in FCAT Mathematics.

**Needs Assessment**

Results of the 2005 FCAT Mathematics Test indicate that 65 percent of the sixth through eighth grade students met high standards, (FCAT Level 3 and above), 72 percent of sixth through eighth grade students demonstrated learning gains. Additionally, SWD and LEP subgroups performed poorly on the 2005 FCAT Mathematics Test, failing to meet the 2005 AYP requirement of 53 percent of students scoring at Level 3 or above. Comparison of sixth, seventh and eighth grade scores showed that Algebraic thinking and Geometry/Spatial Sense are the lowest scoring areas for all grade levels.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using Sunshine State Standards, students in grades six through eight will improve their mathematic skills as evidenced by 67 percent of students scoring FCAT Achievement level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Limited English Proficient students (LEP), in grades six through eight will improve their mathematic skills as evidenced by 50 percent of the students scoring at or above FCAT Achievement Level 3 on the 2005 FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students With Disabilities (SWD), in grades six through eight will improve their mathematic skills as evidenced by 50 percent of the students scoring at or above FCAT Achievement Level 3 on the 2006 FCAT Mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the use of the after and Saturday School Tutorial Programs.	Assistant Principal for Curriculum and Tutoring Teachers.	08/08/05	05/24/06
Continue remedial Mathematics classes for students achievement Level 1 or Level 2 on the FCAT Mathematics.	Assistant Principal for Curriculum and Mathematics Teachers.	08/08/05	05/24/06
Continue the implementation of the Home Language Program.	Assistant Principal for ESOL and ESOL Paraprofessional.	08/08/05	05/24/06
Continue to train teachers on the use of Student Performance Indicators (SPI) to identify Level 1 and Level 2 students and target their instruction through the use of the Academic Improvement Plan (AIP).	Assistant Principal for Curriculum and Mathematics Teachers.	08/08/05	05/24/06
Continue the implementation of the Plato Credit Recovery Program.	Assistant Principal for Curriculum and Plato Credit Recovery Teacher.	08/08/05	05/24/06
Continue the implementation of the Continuous Improvement Model.	Assistant Principal for Curriculum and Mathematics Teachers.	08/08/05	05/24/06

## Research-Based Programs

Math Applications grades six, Glencoe; Middle School Math McDougall; Pre-Algebra, Prentice Hall; Algebra I, Glencoe; Algebra I Gifted/Prentice Hall Discovery in Geometry Honors, Key Curriculum; Geometry Gifted, Prentice Hall; Math Applications grade seven, Glencoe; Algebra McDougall; Math Applications grade eight, Glencoe; Pre-Algebra, Glencoe.

## **Professional Development**

All instructional staff will receive training in the Student Performance Indicator Application on the Web and assessment data.

## **Evaluation**

The evaluation component will include the 2006 Mathematics FCAT as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

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

### **GOAL 3 STATEMENT:**

Students will make sufficient annual learning gains, to master the state standards in FCAT Writing

### **Needs Assessment**

2005 FCAT Writing Plus data was disaggregated to provide detailed information on students performing in the lowest 25 percent quartile and students not meeting NCLB standards. Data shows that 10 percent of the eighth grade students did not achieve FCAT Level 3.5 or above.

#### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, eighth grade students will increase or maintain their writing skills as evidenced by 90 percent of students achieving 4.0 or higher documented by scores of 2006 FCAT Writing Plus test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the use of after school and Saturday School Tutorial programs.	Assistant Principal for Curriculum and Tutoring Teachers.	08/08/05	05/24/06
Provide regular school-wide diagnostic prescriptive formative writing assessment activities utilizing pre and post evaluations and subsequent remediation.	Assistant Principal for Curriculum and Language Arts Teachers.	08/08/05	05/24/06
Continue the implementation of the students' writing journals.	Assistant Principal for Curriculum and Language Arts Teachers.	08/08/05	05/24/06
Continue the implementation of the use of graphic organizers for pre-writing strategies.	Assistant Principal for Curriculum and Language Arts Teachers.	08/08/05	05/24/06
Continue the implementation of the Continuous Improvement Model.	Assistant Principal for Curriculum and Language Arts Teachers.	08/08/05	05/24/06
Continue to train teachers and students in the use of the six-point rubric to holistically score student essays.	Assistant Principal for Curriculum and Language Arts Teachers.	08/08/05	05/24/06

## Research-Based Programs

Prentice Hall Grammar and Writing

## Professional Development

Professional development activities will vary in terms of days and personnel:

1. Data Analysis
2. Writing Across the Curriculum
3. CRISS (Creating Independence through Student-owned Strategies).
4. Reciprocal Teaching.

## **Evaluation**

This objective will be evaluated by the scores of the 2006 FCAT Writing Plus Assessment. Pre and post writing test will provide formative assessment which will be used to monitor progress toward this objective. All level 1 and 2 students will be monitored for progress.



## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Students will make sufficient annual learning gains, to master the state standards in Science.

### ***Needs Assessment***

2005 FCAT Science data was disaggregated to provide detailed information on students performing below the mean scale score of 283. Evaluation of the eighth grade FCAT Science test showed that Earth and Space Science was the lowest scoring area.

## Measurable Objective

Given instruction using the Florida Sunshine State Standards students in grade eight will improve their science skills as evidenced by meeting or exceeding the District's mean scale score in the 2006 FCAT Science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the use of FCAT style materials identifying the Sunshine State Standards will be used in all aspects of the Science lessons.	Assistant Principal for Curriculum and Science Teachers.	08/08/05	05/24/06
Implement weekly "hands-on" experiments in direct correlation to the FCAT Benchmarks.	Assistant Principal for Curriculum and Science Teachers.	08/08/05	05/24/06
Continue the implementation of the student's writing journals in Science.	Assistant Principal for Curriculum and Science Teachers.	08/08/05	05/24/06
Continue the use of after school and Saturday School Tutorial Programs.	Assistant Principal for Curriculum and Science Teachers.	08/08/05	05/24/06
Continue the implementation of the Continuous Improvement Model.	Assistant Principal for Curriculum and Science Teachers.	08/08/05	05/24/06
Continue to train teachers on the use of Student Performance Indicators (SPI) to identify Level 1 and Level 2 students and target their instruction through the use of the Academic Improvement Plan (AIP).	Assistant Principal for Curriculum and Science Teachers.	08/08/05	05/24/06

### Research-Based Programs

Glencoe - Science Voyages for grades six, seven, and eight, and Physical Science / Six grade Gifted, Earth/Space for Seventh Grade Gifted/Honors (by Holt, Rinehart, Winston), and Biology for Eighth Grade Gifted/Honors (by Holt, Rinehart, Winston).

### Professional Development

All instructional staff will receive training in the Student Performance Indicator Application on the Web and assessment data.

## **Evaluation**

This objective will be evaluated by the scores of the 2006 FCAT Science. Site Authored tests will be administered quarterly evaluating progress towards this objective.

## 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 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 5 STATEMENT:***

Parent participation will determine achievement of receiving the 2005-2006 Golden School Award.

### ***Needs Assessment***

Parent involvement and attendance at school-wide events such as assemblies, parent orientations, open house activities during the 2004-2005 school year were very successful with an overall attendance rate of over 70 percent of a guardian or parent attending the events. Eighty percent of the PTSA and EESAC members attended all scheduled meetings during the 2004-2005 school year

## Measurable Objective

Given collaboration within the Glades community, volunteer stakeholders will actively participate in programs and activities to enhance student achievement and maximize community involvement as documented by the 2005-2006 Volunteer Hour Log Book achieving a total of 2,876 volunteer hours for the 2005-2006 academic year and the acquisition of the Miami-Dade County Public Schools 2005-2006 Golden School Award.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an in-school resource center for parents.	Parental Involvement Director.	08/08/05	05/24/06
Create a designated area on the school web site to display student work.	Assistant Principal for Technology and Technology Technician.	08/08/05	05/24/06
Establish positive parent communications by implementing effective forms of school-to-home and home-to-school communications about school programs and children's progress.	Assistant Principal for Curriculum and Parental Involvement Director, TRUST Counselor and grade level Counselors.	08/08/05	05/24/06
Implement evening workshops to help families develop parenting skills necessary to provide for their children.	Parental Involvement Director, TRUST Counselor and Counselors.	08/08/05	05/24/06
Continue the implementation of advertising the EESAC and PTSA general meetings on the school's marquee.	Assistant Principal	08/08/05	05/24/06

## Research-Based Programs

National and State level Parent Teacher Student Association.

## Professional Development

A staff training/orientation must be conducted in which a minimum of 80% of the staff must participate; a school-site volunteer liaison must be designated; the total number of hours in volunteer service must equal twice the number of students (FTE count) enrolled at the school.

## **Evaluation**

This objective will be evaluated by the number of volunteer hours documented on the 2005-2006 Volunteer Hour Log Book.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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 6 STATEMENT:***

Student outdoor suspension will be reduced in order to impact student achievement.

### ***Needs Assessment***

Data on the Referral Action Report showed that there is a need to reduce the number of students suspended outdoor in 2005-2006 as compared to the 616 students suspended outdoor in 2004-2005.

## Measurable Objective

Given the effect of student attendance on student achievement, the number of outdoor suspensions from school during the 2005-2006 year will decrease as compared to the previous year by two percent via SCMS report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule Teacher Parent Conferences.	Grade Level Counselors and Team Leaders.	08/08/05	05/24/06
Implement workshops and make literature available for parents of the targeted student population in order to facilitate appropriate intervention strategies at school and home.	Assistant Principal, TRUST Counselor and grade level Counselors.	08/08/05	05/24/06
Implement Saturday School assignments as a replacement for some outdoor suspensions.	Assistant Principal and Saturday School Discipline Teacher.	08/08/05	05/24/06
Form a discipline committee comprised of assistant principals, teachers, SCSI teacher, school resource officer, security personnel, peer counselors, and counselors. This committee will address the problem of class truancies, which in turn will provide students with the opportunity to learn and acquire the fundamental skills and discipline to be successful in the workplace.	Discipline Committee	08/08/05	05/24/06
Identify students in need of intervention and refer to the TRUST Counselor.	Discipline Committee and TRUST Counselor.	08/08/05	05/24/06

## Research-Based Programs

PROUD, Character Education and Anti-Bullying.

## Professional Development

In-service training for teachers will focus on improving skills/technologies regarding the areas of: record keeping and attendance procedures, motivational rewards, classroom management, and how to help students succeed.



## **Evaluation**

This objective will be evaluated by the 2005-2006 school year SCMS Report.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

Inform parents of their student's academic success and facilitate teacher communication with the use of the Excelsior Electronic Gradebook.

### ***Needs Assessment***

The technology committee assessed a need to train the instructional staff on the use of the Excelsior Electronic grade book in order to meet the District's mandate and facilitate the student's academic progress with the parents.

## Measurable Objective

Given the increased use of technology, 100% of the instructional staff will use the Excelsior Electronic grade book by the third nine week grading period as documented by the 2005-2006 ITS usage reports.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement teacher training in electronic grade book.	Assistant Principal for Technology and Technology Committee.	08/08/08	05/24/06
Continue the implementation of staff development in technology on how to create and utilize websites.	Assistant Principal for Technology and Technology Committee.	08/08/05	05/24/06
Utilize the media center's computer lab as part of the teacher's classroom instruction.	Assistant Principal for Technology and Teachers across the curriculum.	08/08/05	05/24/06
Train teachers in the availability of the school's technology equipment.	Assistant Principal for Technology and Technology Committee.	08/08/05	05/24/06
Input academic grades on line using the electronic grade book.	Assistant Principal for Curriculum and Teachers.	08/08/05	05/24/06
Continue the implementation of internet access in the portables.	Assistant Principal for Technology and Technology Technician.	08/08/05	05/24/06

## Research-Based Programs

Excelsior Electronic Gradebook

## Professional Development

Teachers will be trained in-house before school on how to use the Excelsior electronic gradebook on line.

## Evaluation

This objective will be evaluated by the percentage of teachers using the Excelsior electronic grade book. Reports generated from the District's Information Technology Services (ITS).

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 8 STATEMENT:**

Provide students enrolled in Physical Education with the opportunity to participate and attain their optimal level of fitness through the participation of the FITNESSGRAM program. This program develops health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles.

**Needs Assessment**

Results of the 2004-2005 FITNESSGRAM award recipients indicate that 74 percent of the sixth through eighth grade students enrolled in Physical Education classes received FITNESSGRAM awards. Data indicates that 26 percent of the students needed improvement in their physical activities. In order to establish a baseline and monitor the students progress, students will be administered a pre and a post test.

## Measurable Objective

In order to address the needs of all students, the Continuous Improvement Model has been implemented at Glades Middle School as it includes data disaggregation, timeline developments, curriculum and instructional focus, tutorials, enrichment, and assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Introduce and review the six components of the FITNESSGRAM Program.	Physical Education Teachers.	08/08/05	05/24/06
Administer a pre-test to determine baseline measures utilizing the FITNESSGRAM Program.	Physical Education Teachers.	08/08/05	05/24/06
Develop an action plan for the school to ensure input from the department to meet the goals and objectives as stated.	Physical Education Chairperson and Physical Education Teachers.	08/08/05	05/24/06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascularity, flexibility, and muscular strength and endurance.	Physical Education Teachers.	08/08/05	05/24/06
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Assistant Principal and Physical Education Teachers.	08/08/05	05/24/06

## Research-Based Programs

FITNESSGRAM

## Professional Development

Physical Education teachers will attend annual District training on the FITNESSGRAM program.

## Evaluation

This objective will be evaluated by the percent of students in grade sixth through eighth enrolled in physical education classes in 2005-2006 receiving the FITNESSGRAM award.

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 9 STATEMENT:***

Provide students an opportunity to learn a second language.

### ***Needs Assessment***

It was assessed that living in a multicultural community creates a need for students to learn a second language.

## Measurable Objective

Given instruction using the Sunshine State Standards, the number of students enrolled in Foreign Language classes will increase by 2% in the 2005-2006 school year, as compared to 417 students enrolled in Foreign Language classes in the 2004-2005 school year as documented by the master schedule.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Expose students to the Foreign Language classes through the school's Open House and Resource Fair.	Assistant Principal for Curriculum and Foreign Language Teachers.	08/08/05	05/24/06
Promote the Foreign Language Department on the activities calendar.	Assistant Principal for Curriculum and Foreign Language Teachers.	08/08/05	05/24/06
Continue the implementation of the Spanish Club.	Assistant Principal for Curriculum and Foreign Language Teachers.	08/08/05	05/24/06
Continue the participation of students entering the Cervantes Outstanding Student Essay Contest.	Assistant Principal for Curriculum and Foreign Language Teachers.	08/08/05	05/24/06
Continue to promote the Foreign Language Program via articulation.	Assistant Principal for Curriculum and Foreign Language Teachers.	08/08/05	05/24/06

## Research-Based Programs

C'est A Toi! Level 1 and Level 2, Le Francais Vivant 1, "Español 5", Colección Lengua y Literatura (Harper Collins Publishers), "Español 5", José Legarbura (Ediciones SM), "Tu Mundo", (McDougal Littell), "Español 6", Colección Lengua y Literatura (Harper Collins Publishers), "Español 6" José Legarbura (Ediciones SM), "Nuestro Mundo" (Mc Dougal Littell) and "Curso de Lengua 7" (Anaya)

## Professional Development

Foreign Language teachers will attend workshops as the district makes it available.

## Evaluation

This objective will be evaluated by a two percent increase of students enrolled in Foreign Languages classes in 2005-2006.

## 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"/>

### *Miami-Dade County Public Schools*

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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:***

Glades Middle School will rank at or above the 90th percentile statewide in 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, Glades Middle School ranked at the 87 percentile on the State of Florida Return on Investment index.



## Measurable Objective

Glades Middle School will improve its ranking on the State of Florida Return on Investment index publication from the 87 percentile in 2003 to the 90 percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal/ Assistant Principals.	08/08/05	05/24/06
Collaborate with the district on resources allocation.	Principal/ Assistant Principals.	08/08/05	05/24/05
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal/ Assistant Principals.	08/08/05	05/24/06
Consider shared use of facilities, partnering with community agencies.	Principal/ Assistant Principals.	08/08/05	05/24/06
Continue the implementation of the Plato Credit Recovery program.	Principal/ Assistant Principals.	08/08/05	05/24/06

### Research-Based Programs

Provide intensified reading instruction to students scoring Level 1 and 2 on the 2005 FCAT Reading Test and students scoring at or below the 50th percentile on the 2005 Stanford Achievement Test (SAT-9) in Reading, provide Saturday Academy classes for students scoring Level 1 and 2 on the FCAT and below the 60th percentile on the 2005 Stanford Achievement Test (SAT-9) in Reading, continue providing parent workshops at alternate times to accommodate working parents, continue providing parents with FCAT related resources and handouts such as task cards and ways to help students, and Implement of the Read 180 Program.

### Professional Development

Administrators will attend budget conferences and budget workshops.

### Evaluation

On the next State of Florida Return On Investment index publication, Glades Middle School will show progress toward reaching the 90 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:***

The principal shared budget reports with the EESAC and entire staff.

### ***Training:***

The EESAC considered staff development and incorporated the concept into the School Improvement Plan.

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

The EESAC developed a mini-grant whereby various department accessed EESAC monies to purchase materials and supplies that would support the School Improvement Plan.

### ***Technology:***

The EESAC considered technology and included in the School Improvement Plan.

### ***Staffing:***

The EESAC considered the staff's needs and included them in the School Improvement Plan.

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

The EESAC considered student support services and included them in the School Improvement Plan.

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

The EESAC considered its additional resources and included them in the School Improvement Plan: in objective five, focusing on its strong volunteer base.

### ***Benchmarking:***

The EESAC engaged in the following benchmarking activities as they related to the School Improvement Plan. The development and implementation of the Mini-Grant Proposal, and the selection of the goals and objectives related to the School Improvement Plan.

***School Safety & Discipline:***

The EESAC considered the school's safety and discipline and included them in the School Improvement Plan.

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*