
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6421 - José Martí Middle School

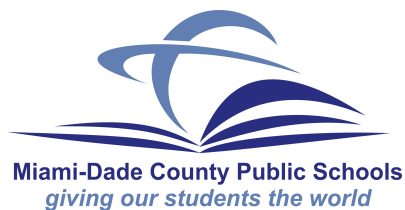
FeederPattern: Barbara Goleman Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Jose Bueno

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

José Martí Middle School

Jose Marti Middle School is located in Hialeah, Florida with a population of approximately 1270 students in grades six through eight. The student population consists of 884 standard curriculum students, 206 Exceptional Student Education (ESE) students and 180 English for Speakers of Other Languages (ESOL) students. Of the students in the 6th, 7th, and 8th grades, 94 percent are Hispanic, 2.7 percent White, Non-Hispanic, 1.7 percent Black, Non-Hispanic, and 1.3 percent Asian/Indian or Multiracial. Almost 84% of the student body is eligible to receive free or reduced lunch. A variety of programs are offered to meet the needs of all of our students including gifted and advanced classes, as well as exceptional education courses.

It our aim to provide all students at José Martí Middle School with a comprehensive educational program that will prepare students to meet high standards on the reading, writing, mathematics, and science sections of the Florida Comprehensive Assessment Test (FCAT). The Educational Excellence School Advisory Council (EESAC), in conjunction with the faculty, staff, and stakeholders of the school, have set the following objectives for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT-Reading.

Given instruction in the Sunshine State Standards, students will improve their mathematics skills as evidenced by 50% of students meeting high levels of performance on the 2006 administration of the FCAT-Mathematics.

Given instruction in the Sunshine State Standards, Hispanic students will improve their mathematics skills

as evidenced by 50% of students meeting high levels of performance on the 2006 administration of the FCAT-Mathematics.

Given instruction in the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50% of students meeting high levels of performance on the 2006 administration of the FCAT-Mathematics.

Given instruction in the Sunshine State Standards, Limited English Proficient students will improve their mathematics skills as evidenced by 50% of students meeting high levels of performance on the 2006 administration of the FCAT-Mathematics.

Given instruction in the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50% of students meeting high levels of performance on the 2006 administration of the FCAT-Mathematics.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT-Writing.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT-Writing.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT-Writing.

Given instruction using the Sunshine State Standards, Students with Disabilities in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT-Writing.

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase in the mean scale score to 272 as documented by the 2006 FCAT Science Test.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the 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% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all instructional staff members will demonstrate proficiency in using the district e-mail system, Microsoft Office-Outlook Web Access, and the Electronic Gradebook as evidenced by a 100% participation.

Given instruction based on the Miami-Dade County Public Schools mandated Fitness Gram standards, students will achieve an annual increase of 3% award recipients as measured by the Fitness Gram, based on the previous year's percent of award winners.

Given emphasis on the benefits of learning music, the number of students participating in a middle school band course will increase by 3% during the 2005-2006 school year as compared to the 2004-2005 school year.

José Martí Middle School will improve its ranking on the State of Florida ROI index publication from the 58th percentile to the 61st percentile on the next publication of the index.

Based on the recent self-assessment instrument, the Organizational Performance Improvement Snapshot, two areas will be the focus of improvement this year to assist our students in achieving these objectives. These areas were selected for attention after receiving low average scores of 4.1 on a 5.0 scale: "My organization asks me what I think." and "As it plans for the future, my organization asks for my ideas." The administrative team is committed to improve the ratings of these items, which come from the categories of Leadership and Strategic Planning, throughout the school year by involving more faculty and staff members in planning processes.

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.

José Martí Middle School

VISION

José Martí Middle School is an educational institution that sets high standards for students, teachers, and staff in order to promote a positive and productive school culture.

MISSION

José Martí Middle School is committed to encouraging our entire student population to become productive citizens of the twenty-first century by empowering them with improved reading and writing skills, scientific inquiry expertise, mathematical analysis proficiency, and a broadened perspective on career clusters within a technology-rich environment.

CORE VALUES

José Martí Middle School promotes itself as a full-service school that is committed to providing quality service for students, teachers, and the community by empowering students with meaningful learning experiences.

School Demographics

Jose Marti Middle School, located in west Hialeah, serves approximately 1270 students, including 884 standard curriculum students, 206 Exceptional Student Education (ESE) students and 180 English for Speakers of Other Languages (ESOL) students. Of the students in the 6th, 7th, and 8th grades, 94 percent are Hispanic, 2.7 percent White, Non-Hispanic, 1.7 percent Black, Non-Hispanic, and 1.3 percent Asian/Indian or Multiracial.

The school is located in a working class, predominantly Hispanic area of Miami-Dade County. Jose Marti Middle receives Title I funding as 83 percent of the students qualify for free or reduced lunch. This funding is utilized to hire additional teachers in order to reduce class size, to provide additional support personnel, to purchase supplementary classroom curriculum and supplies, and to operate after-school tutorial programs. As a full-service school, we are also instrumental in providing appropriate district assistance and referrals to social service agencies through a parent coordinator and our full-service clinic.

Jose Marti Middle School employs a total of 152 faculty and staff members. They include four administrators, 73 classroom teachers, five guidance counselors, one TRUST counselor, one Career Specialist, one Reading Leader, one Reading Coach, one Exceptional Student Education Program Specialist, one Community Involvement Specialist, one Media Specialist, one Microsystems Technician, one Audio/Visual Specialist, seven classroom paraprofessionals, 12 clerical/secretaries, 15 custodians/service workers, and seven security monitors.

Students at Jose Marti Middle School have access to over 700 computer stations, including four computer/business labs, three technology labs, a library mini-lab, and three classroom mini-labs. Additionally, the building has been retro-wired to provide Internet and Intranet access to 95 percent of the classrooms. The school media center also houses a newly renovated broadcasting studio with state-of-the-art digital equipment. Students in Physical Education classes will also be able to utilize the newly added Fitness Center which contains 8 fitness machines, a rock climbing wall, and various other fitness equipment.

As the school has been graded as a C school, an ongoing challenge and opportunity for improvement is to increase student achievement in the areas of reading, mathematics, and writing. Many strengths have been identified through years of self-assessment and the quality and dedication of the instructional staff is just one. José Martí Middle School provides an excellent education to its student population; however, increasing academic achievement will continue to be a top priority.

School Foundation

Leadership:

Leadership was ranked the second highest category for the school on the Organizational Performance Improvement Snapshot. The seven item category addresses a variety of leadership items, including the school's vision and mission and positive work environment. With an average score of 4.4, the self-assessment reflects José Martí Middle School's high ranking of the administrative team.

District Strategic Planning Alignment:

Strategic Planning, a category comprised of only three items, ranked last in the survey. The average score of 152 staff members was 4.2 on a five point scale. While this score is still high, more attention can be given to involving more faculty and staff in long term planning and goals.

Stakeholder Engagement:

The area of Customer and Market Focus also ranked second with an average score of 4.4. One item that addresses knowledge of the most important customers ranked highest within the category with a 4.7. The faculty and staff is keenly aware of our customers and work diligently to provide the best services possible to them.

Faculty & Staff:

While the school is no longer utilizing a team approach, cohesion and a willingness to help others exists and is evident on a daily basis. Further, the creation of Small Learning Communities has brought departments together in a new way. No longer is procedural business the highlight of gatherings. Now, discussion centers around the craft of teaching, the content area subject, and self-reflection. This activity builds a trust within the community to share and learn, thus improving the educational practices of the school.

Data/Information/Knowledge Management:

This area of the survey ranked the highest among all of the categories with an average score of 4.5. In a review of the items, it is clear that the faculty and staff indicated the knowledge of how to measure the quality of their work, analyze the quality of their work, and use the analyses to make decisions about their work. Data is utilized not only to improve student achievement, but also to allow teachers the opportunity for professional self-reflection.

Education Design:

In an examination of the results of the Organizational Performance Improvement Snapshot, this category also ranked second with an average rating of 4.4. Faculty and staff indicated, with scores of 4.4 on each item, that they have control over their work processes and that we have good processes for doing our work.

Performance Results:

An additional area that this process will impact is the number of outdoor suspensions. As part of this year's School Improvement Plan, strategies will be implemented to lower the number of outdoor suspensions.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

José Martí Middle School supports the district's efforts to recruit top quality educators to teach in Miami-Dade County Public Schools. Teachers at the school are certified to teach in their subject areas. Forty percent of the instructional staff hold Masters Degrees or higher. Additionally, teachers are encouraged to join their professional organizations to keep abreast of advances in the field.

• Highly Qualified, Certified Administrators:

Mr. Jose Bueno has established himself as a visionary leader by promoting himself as a leader who embraces responsible and well thought out change in systemic processes. As a teacher, Mr. Bueno was instrumental in establishing procedures in the School Center for Special Instruction that enabled students to work more intensely on basic skills and career preparation. As an assistant principal at Citrus Grove Middle School, Mr. Bueno mastered all areas of school administration. His adeptness at budgetary matters allowed teachers to receive a wide array of materials, supplies, and advanced technology that enhanced curricular endeavors. An advocate for Exceptional Student Education, Mr. Bueno assured parents of special needs students that their children would receive the educational support guaranteed to them. This passion was the catalyst for Mr. Bueno being nominated as Assistant Principal of the Year for ACCESS Center 4 (Miami High Feeder Pattern) two years in a row. Before becoming principal, Mr. Bueno took on the responsibility of curricular issues. Utilizing a school as a team philosophy, Mr. Bueno's reforms were evidenced by a 12 point gain in reading and math scores which brought Citrus Grove from a C- to a solid C score on Florida's A+ rating system.

In his first principalship, Mr. Bueno has targeted the areas of reading, mathematics, and writing for improvement at Jose Marti Middle School. Combined with an ongoing increased emphasis on curriculum projects that focused on data-driven instruction, Jose Marti Middle School students will receive a top-quality education.

Ms. Martha Harris began her career in Miami-Dade County Public Schools in 1989 as an English teacher at Miami Carol City Senior High School. During her six years as a classroom teacher, she taught all levels of English including Advanced Placement. She also served as the club sponsor for the Literary Arts club and Future Educators of America. Upon earning her School Guidance and Counseling degree, Ms. Harris served as a guidance counselor for six years at the high school level. After receiving her Educational Specialist degree in Educational Leadership, Ms. Harris began her administrative career serving as an assistant principal at Miami Carol City Senior High School for a short time before joining the José Martí Middle School administrative team. Her continuous efforts to improve student achievement at the school include supervision of the language arts, reading, and mathematics departments. Her certification is in the areas of English (6-12), Guidance and Counseling (PK-12), and Educational Leadership (PK-12).

Mr. Charles Harrison has worked for the Miami-Dade County Public School System for 33 years. He has worked in schools as a teacher, department chair, business manager, and assistant principal with experience in middle and senior high schools. The schools have ranged from very affluent communities to the inner city. He has worked in district offices as a teacher on special assignment, coordinator, supervisor and director. The district experience has included: development of the Competency-Based Curriculum, Superintendent's member of the Building Committee, M-DCPS's liaison to the Dade Alliance, developer of the District's GIS Department, Director in the Office of Chief-of-Staff, Director in the Office of School Operations, and Direct report to the Superintendent of Schools. Mr. Harrison holds a Bachelors Degree from the University of Miami in Secondary Education, a Masters of Science Degree from Barry University in Computer Programming and certification in Administration and Leadership

from Nova University. He is a member of DASA, FASSA, and Mensa.

Mrs. Jacqueline T. Lewis has worked for the Miami-Dade County Public School system for over 30 years, as a teacher, department chairperson, team leader, and Assistant Principal of Curriculum and Administration. She holds a Masters degree in Administration/Supervision. Mrs. Lewis successfully completed the District Executive Training Program for Principals (ETP). As an assistant principal, she has worked closely with teachers, students, and the community at large. During her tenure as assistant principal, Mrs. Lewis has implemented several programs and initiatives to increase student achievement. She has supervised the Exceptional Student Education program (ESE) and assisted ESE students in accessing the general curriculum. She has also developed incentive programs and field trips to recognize students with perfect attendance. Mrs. Lewis is very knowledgeable with FTE, attendance, curriculum, and scheduling. She has been awarded and recognized throughout her tenure with numerous accolades for outstanding service, dedication, appreciation, and commitment to the students of Miami-Dade County Public Schools. Mrs. Lewis has certification in the areas of Administration and Supervision (K-12), Early Childhood Education (Nursery-K), and Elementary Education (1-6).

• Teacher Mentoring:

Jose Marti Middle School offers beginning teachers district and school-based support to ensure success in the classroom. Teachers new to Miami-Dade County Public Schools attend a New Teacher Orientation Program hosted by the district prior to the opening of school. Additional programs are also offered by the district throughout the year. A school orientation session is conducted as well to familiarize teachers with the policies and procedures of the school. In-house training sessions are conducted on topics such as classroom management, instructional strategies, and lesson planning. In accordance with the district's PACES, Annual Contract teachers take part in selecting their Professional Growth Team to observe and provide feedback.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Jose Marti Middle School meets monthly to provide support for the development and implementation of the School Improvement Plan. The EESAC has consistently supported professional development of the instructional staff through Creating Independence through Student-owned Strategies (CRISS) training. The EESAC has promoted the use of educational software, such as Accelerated Reader and READ 180, in the instructional program. The EESAC has also recommended that the language arts, mathematics, and science departments continue sharing best practices and collegial interaction resulting in professional development in the core subject areas. The EESAC will continue to monitor the progress of the school's goals, objectives, and strategies.

• Extended Learning Opportunities

Numerous opportunities exist for students to reinforce the instructional program and increase student achievement. Intensive tutoring assists students who did not make adequate progress on the 2005 FCAT. Small tutoring classes insure that students receive individualized attention. Additionally, school-based clubs such as the Junior National Honor Society offer peer tutoring throughout the year as well.

Limited English Proficient students are offered the Bilingual Curriculum Content (BCC) program to provide instructional support in the child's home language and progressive instruction in English. Also, the Home Language Assistance Program provides tutorial/translational assistance in content areas in the student's home language. Limited English Proficient students take part in after-school tutoring which is offered two days a week.

• **School Wide Improvement Model**

Jose Marti Middle School utilizes the 8-Step Continuous Improvement Model which allows for ongoing monitoring and subsequent changes in the instructional program as needed. This data-driven, results-oriented improvement model has allowed our school to improve instructional delivery through data disaggregation with a focus on the FCAT as one of the many data sources. The Student Performance Indicator (SPI) system assists in facilitating analysis of data. By reviewing the data on a continuous basis, our focus can be directed appropriately.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students at José Martí Middle School will show greater levels of achievement on the 2006 FCAT-Reading.

Needs Assessment

The results of the 2005 FCAT indicate that 34% of students at José Martí Middle School have met high standards in reading. In addition, 62% of students have made learning gains. The school's population of struggling students making a year's worth of progress in reading is 68%.

The following subgroups did not make adequate yearly progress: Students with Disabilities, Hispanic, Economically Disadvantaged, and Limited English Proficiency students.

The data reveal that grade six students scored 57% on Words and Phrases, 50% on Main Idea/ Author's Purpose, 55% on Comparison/Contrast, and 57% on Reference/Research.

In the seventh grade students scored 50% on Words and Phrases, 57% on Main Idea/ Author's Purpose, 50% on Comparison/Contrast, and 50% on Reference/Research.

Grade eight students scored 57% on Words and Phrases, 54% on Main Idea/Author's Purpose, 54% on Comparison/Contrast, and 57% on Reference/Research.

The overall school averages show that Words and Phrases and Reference/Research are the areas of strength and Comparison/Contrast is the area in need of improvement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their reading skills as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards, Limited English Proficient students will improve their reading skills as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT-Reading.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44% of the students scoring at or above state mastery level on the 2006 administration of the FCAT-Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of students in advanced and gifted language arts courses through academic counseling and teacher recruitment.	Assistant Principal, Student Services Department Chairperson, Advanced-level Teachers	8/8/05	5/24/06
Implement a school-based Language Arts Scope and Sequence.	Assistant Principal, Language Arts Department Chairperson	8/8/05	5/24/06
Identify low performing students for placement in a reading elective.	Principal, Assistant Principal, Student Services Department Chairperson	8/8/05	5/24/06
Involve teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students.	Principal, Assistant Principal, Department Chairpersons, Teachers	8/8/05	5/24/06
Provide students with a daily opportunity for independent reading through the Reading Knights program.	Principal, Assistant Principal, Teachers	8/8/05	5/24/06
Administer and analyze results of the district Interim reading assessments to monitor student progress.	Assistant Principal, Test Chairperson, Reading Coaches, Language Arts and ESOL Department Chairpersons	10/10/05	1/31/06
Train teachers to identify student strengths and	Principal, Assistant Principal,	10/10/05	5/24/06

weaknesses in reading and implement appropriate strategies to address weaknesses and enhance strengths through differentiated instruction.	Reading Coaches		
Identify students, particularly those in the Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities subgroups, for placement in afterschool tutoring two/three times a week. Tutoring will be evaluated by student progress/achievement on assessments in tutoring.	Assistant Principal, Reading Leader, Reading Coach	10/10/05	2/24/06

Research-Based Programs

Gates MacGinitie
Oral Reading Fluency Probe
Diagnostic Assessment of Reading
McDougal Littel Language of Literature
Scholastic Read XL
Hampton Brown High Point
READ 180

Professional Development

Training hosted by Just Read, Florida
Reading Leader-Title 1 workshops
School-based Small Learning Communities training

Evaluation

This objective will be evaluated by scores of the 2006 FCAT-Reading. Interim district assessments will provide formative assessment which will be used to monitor progress toward the objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students at José Martí Middle School will show greater levels of achievement on the 2006 FCAT-Mathematics.

Needs Assessment

The results of the 2005 FCAT indicate that 54% of students at Jose Marti Middle School did not meet high standards in mathematics. In addition, 30% of students did not make learning gains. The following subgroups did not make adequate yearly progress: Students with Disabilities, Hispanic, Economically Disadvantaged, and Limited English Proficiency students.

The data reveal that grade six students scored 33% on Number Sense, 33% on Measurement, 44% on Geometry, 25% on Algebraic Thinking and 44% on Data Analysis.

In the seventh grade students scored 44% on Number Sense, 33% on Measurement, 50% on Geometry, 44% on Algebraic Thinking and 44% on Data Analysis.

Grade eight students scored 50% on Number Sense, 33% on Measurement, 33% on Geometry, 42% on Algebraic Thinking and 50% on Data Analysis.

The overall school averages show that Data Analysis (46%) is the area of strength and Measurement (33%) is the area in need of improvement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction in the Sunshine State Standards, students will improve their mathematics skills as evidenced by 50% of students meeting high levels of performance on the 2006 administration of the FCAT-Mathematics.

Given instruction in the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 50% of students meeting high levels of performance on the 2006 administration of the FCAT-Mathematics.

Given instruction in the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50% of students meeting high levels of performance on the 2006 administration of the FCAT-Mathematics.

Given instruction in the Sunshine State Standards, Limited English Proficient students will improve their mathematics skills as evidenced by 50% of students meeting high levels of performance on the 2006 administration of the FCAT-Mathematics.

Given instruction in the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50% of students meeting high levels of performance on the 2006 administration of the FCAT-Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a school-wide, grade specific action plan providing a problem of the day to begin each class.	Assistant Principal, Mathematics Department Chairperson	8/8/05	5/24/06
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication and technology.	Mathematics Department Chairperson	8/8/05	5/24/06
Involve teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students.	Principal, Assistant Principal	8/8/05	5/24/06
Conduct ongoing Math and Science Instructional Improvement Team meetings.	Assistant Principal	8/8/05	5/24/06
Host a Math and Science Families-to-School Night to inform parents of mathematics strands/benchmarks.	Principal, Assistant Principal, Math and Science Department Chairpersons	10/10/05	10/31/05
Increase the number of students enrolled in advanced mathematics courses through academic counseling and teacher recruitment.	Assistant Principal, Student Services Department Chairperson, Advanced-level Teachers	8/8/05	5/24/06

Continue to promote inclusionary practices throughout the curriculum, but with a specific focus in math.	Assistant Principal, ESE Program Specialist, Mathematics Department Chairperson	8/8/05	5/24/06
Administer and analyze results of District Interim Mathematics Assessments to monitor student progress.	Assistant Principal, Test Chairperson, Mathematics Department Chairperson	10/10/05	1/31/06
Train teachers to identify student weaknesses and strengths in mathematics and implement appropriate strategies to address weaknesses and enhance strengths through differentiated instruction.	Principal, Assistant Principal, Teachers	8/8/05	05/24/06
Identify low performing students, particularly those in the Hispanic, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities subgroups, for placement in afterschool tutoring two/three times a week. Evaluation will be assessed by student progress/achievement on assessments in tutoring sessions.	Principal, Assistant Principal, Tutoring Coordinator	10/10/05	2/24/06

Research-Based Programs

Glencoe Mathematics Series

Professional Development

Mathematics District training - HOME

School-based data analysis and data-driven decision-making training

School-based, professional learning community training

Evaluation

This objective will be evaluated by scores of the 2006 FCAT-Mathematics. Interim district assessments will provide formative assessment which will be used to monitor progress toward the objective.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

District Strategic Plan

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

GOAL 3 STATEMENT:

Students at José Martí Middle School will show greater levels of achievement on 2006 FCAT-Writing.

Needs Assessment

The results of the 2005 FCAT-Writing indicate that 18 percent of grade 8 students at José Martí Middle School have not met state standards in writing. The average FCAT Writing score decreased from 3.9 in 2004 to 3.6 on the 2005 administration. Each of the subgroups, with the exception of the Limited English Proficiency subgroup, improved performance in writing by at least the 1 percent increase required to meet Adequate Yearly Progress. The Students with Disabilities subgroup achieved the greatest gains by increasing student performance by 14 percentage points. Although gains were achieved, the following subgroups are below the 90% achieving high standards: Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT-Writing.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT-Writing.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT-Writing.

Given instruction using the Sunshine State Standards, Students with Disabilities in grade eight will improve their writing skills as evidenced by 90% of the students achieving high standards on the 2006 administration of the FCAT-Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer the District Writing Tests to all grade eight students.	Assistant Principal, Test Chairperson	8/8/05	2/1/06
Increase the number of students enrolled in advanced language arts classes through academic counseling and teacher recruitment.	Assistant Principal, Language Arts Department Chairperson, Student Services Department Chairperson	8/8/05	5/24/06
Offer regular opportunities for varied writing in all language arts classes utilizing journals and learning logs.	Assistant Principal, Language Arts and ESOL Department Chairpersons	8/8/05	5/24/06
Incorporate individual conferencing with students for the purpose of identifying strengths and areas in need of improvement.	Principal, Language Arts and ESOL Department Chairpersons	8/8/05	5/24/06
Provide intervention through the implementation of the Write Traits program.	Assistant Principal, Language Arts and ESOL Department Chairpersons	8/8/05	5/24/06

Research-Based Programs

Write Traits program by Great Source

Professional Development

Write Traits follow-up training sessions

Evaluation

This objective will be evaluated by an increase of 3 percentage points on the scores of the 2006 FCAT-Writing. District writing tests will provide formative assessment which will be used to monitor progress toward the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Students at Jose Marti Middle School will show greater levels of achievement on the 2006 FCAT-Science.

Needs Assessment

Results of the 2005 FCAT-Science indicate that students at José Martí Middle School scored a mean scale score of 268, which is below the mean scale score for both the district and the state. The school's average points earned by content mirror the district points earned by content.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase in the mean scale score to 272 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct ongoing Math and Science Instructional Improvement Team meetings.	Assistant Principal, Mathematics and Science Department Chairpersons	8/8/05	5/24/06
Increase the use of process skills through group work in writing, technology, and inquiry-based activities in science classes.	Assistant Principal, Science Department Chairperson	8/8/05	5/24/06
Increase the number of students enrolled in advanced and gifted science courses through academic counseling and teacher recruitment.	Assistant Principal, Student Services and Science Department Chairpersons	8/8/05	5/24/06
Host a Math and Science Families-to-School Night to inform parents of the specifics regarding assessments in science and course curriculum.	Principal, Assistant Principal, Science Department Chairperson	8/8/05	5/24/06
Utilize CRISS strategies in science classes.	Principal, Assistant Principal, Science Department Chairperson	8/8/05	5/24/06

Research-Based Programs

Science Insights-Scott, Foresman, Addison Wesley and Science Voyages-Glencoe, CRISS

Professional Development

School-based inservice trainings on data analysis and data-driven decision making
School-based Small Learning Community training

Evaluation

This objective will be evaluated by the scores of the 2006 FCAT-Science. Teacher-developed tests will provide formative assessment which will be used to monitor progress toward the 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

GOAL 5 STATEMENT:

Parents will show greater involvement in all aspects of the educational program at José Martí Middle School.

Needs Assessment

Records indicate the need for greater parental involvement. On the 2004-2005 administration of the School Climate Survey, parents gave the school an overall grade of B-. Additionally, only 12% of parents indicated that they had attended four or more activities at the school.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Publicize and encourage attendance at classes offered by the District Parent Academy.	Principal, Assistant Principal	8/8/05	5/24/06
Utilize the Community Involvement Specialist to improve parental involvement in the school through workshops and events.	Principal, Community Involvement Specialist	8/8/05	5/24/06
Host regularly scheduled EESAC meetings to provide updates and allow for input from parent and business representatives regarding the school improvement process.	Principal, EESAC Chairperson	8/8/05	5/24/06
Continue to offer Title I Parental Workshops on a regular basis with a focus on topics relevant to the middle school student/parent.	Principal, Assistant Principal, Community Involvement Specialist	8/8/05	5/24/06
Continue to hold PTSA meetings to allow parents a forum to discuss school issues.	Principal, Assistant Principal, PTSA President	8/8/05	5/24/06
Conduct a Math and Science Families-to-School Night, Resource Fair and Curriculum Fair to inform parents of strategies they can use at home to increase student achievement.	Principal, Assistant Principal, Career Specialist, Department Chairpersons	10/10/05	5/24/06
Invite parents to the school on Report Card Nights to personally pick-up their son/daughter's report card.	Principal, Assistant Principal, Student Services Department Chairperson	10/24/05	4/3/06

Research-Based Programs

PTSA

Professional Development

Parent Academy Workshops

Evaluation

This objective will be evaluated by the records and rosters from PTSA meetings, EESAC meetings, workshop sign-in sheets, and parental signatures at school-sponsored events.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

A safe and orderly learning environment will be provided at José Martí Middle School.

Needs Assessment

Records from the 2004-2005 school year indicate that 200 students were assigned an outdoor suspension. Also, 391 students were assigned an indoor suspension.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize peer mediation/conflict resolution school-wide through the Student Services Department.	Assistant Pricipal, Student Services Department Chairperson, Peer Mediation Coordinator	8/8/05	5/24/06
Review the Code of Student Conduct with students in all grade levels through Social Studies classes.	Assistant Principal, Social Studies Department Chairperson	8/8/05	8/31/05
Review the Code of Student Conduct when a student is assigned to indoor suspension.	Assistant Principal, SCSI Coordinator	8/8/05	5/24/06
Emphasize conflict management strategies with students in personal/social counseling sessions.	Principal, Student Services Department Chairperson	8/8/05	5/24/06
Create a peer mediation website to train peer mediators at the school.	Assistant Principal, Peer Mediation Coordinator	8/8/05	5/24/06

Research-Based Programs

Peer Mediation
Conflict Management

Professional Development

School-based Peer Mediation training

Evaluation

A comparison of the Outdoor Suspension records from the 2004-2005 school year and the 2005-2006 school year will show a 10% decrease in the number of outdoor suspensions.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

An increase in technology utilization will be evident school-wide.

Needs Assessment

School information and memoranda were distributed on paper during the 2004-2005 school year. In an initial survey, only 70% of instructional staff members indicated proficiency with the district email system. Additionally, only a small percentage of teachers used a computerized gradebook.

Measurable Objective

Given an emphasis on the use of technology in education, all instructional staff members will demonstrate proficiency in using the district e-mail system, Microsoft Office-Outlook Web Access, and the Electronic Gradebook as evidenced by a 100% participation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in training sessions on the use of the district e-mail system and the district electronic gradebook.	Principal, Assistant Principal, Student Services Department Chairperson	8/8/05	5/24/06
Practice using the Electronic Gradebook in practice sessions.	Assistant Principal, Gradebook Trainer	8/8/05	5/24/06
Distribute memoranda from the school administration online through e-mail.	Principal, Assistant Principals	8/8/05	5/24/06
Complete student progress reports online using the electronic gradebook.	Principal, Assistant Principal, Gradebook Trainers	8/8/05	5/24/06
Respond to e-mail correspondence from the administration using the reply feature.	Principal, Assistant Principals	8/8/05	6/24/06

Research-Based Programs

Microsoft Office-Outlook Web Modules

Professional Development

School-based training in Microsoft Office-Outlook Web Access and Electronic Gradebook

Evaluation

This objective will be evaluated by responses to school-developed emails throughout the school year. Each instructional staff member will respond to a minimum of two email requests to demonstrate proficiency and will enter all grades and attendance on the district electronic gradebook.

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

GOAL 8 STATEMENT:

Students at Jose Marti Middle School will develop health-related fitness, physical competence, and cognitive understanding about physical activity so that they can adopt healthy and physically active lifestyles.

Needs Assessment

Results of the 2005 Fitness Gram indicate that 33% of the 727 students tested at José Martí Middle School received a gold or silver award. The Fitness Gram, which measures students' health-related fitness was administered to 94% of the population enrolled in Physical Education.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated Fitness Gram standards, students will achieve an annual increase of 3% award recipients as measured by the Fitness Gram, based on the previous year's percent of award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Assistant Principal, Physical Education Department Chairperson	8/8/05	5/24/06
Develop an action plan for the school to insure input from the department to meet the objective as stated.	Assistant Principal, Physical Education Department Chairperson	8/8/05	5/24/06
Administer a pre-test to determine baseline measures.	Assistant Principal, Physical Education Department Chairperson	8/8/05	5/24/06
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities, such as, flexibility, muscular strength, endurance, and cardiovascular activities.	Assistant Principal, Physical Education Department Chairperson	8/8/05	5/24/06
Encourage participation in school-sponsored sports.	Assistant Principal, Physical Education Department Chairperson, Coaches	8/8/05	5/24/06

Research-Based Programs

Fitness Gram

Professional Development

District Physical Education courses

Fitness Gram training

Evaluation

This objective will be evaluated by a 3% increase of award recipients on the 2006 Fitness Gram.

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

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

GOAL 9 STATEMENT:

Students at José Martí Middle School will show greater levels of interest in music.

Needs Assessment

Enrollment in band and other elective courses has been declining due to mandatory reading elective courses during the past two school years. The enrollment during the 2004-2005 school year was 134 students.

Measurable Objective

Given emphasis on the benefits of learning music, the number of students participating in a middle school band course will increase by 3% 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
Promote and encourage student attendance at band performances.	Assistant Principals, Band Instructor	8/8/05	5/24/06
Encourage communication with the high school band director to ensure a seamless transition for band students to continue their music education.	Principal, Assistant Principal, Band Instructor	8/8/05	5/24/06
Continue to conduct performances for the school's Dade Partners.	Assistant Principal, Career Specialist, Band Instructor	8/8/05	5/24/06
Publicize recognition and awards earned by the band.	Principal, Assistant Principal, Band Instructor	8/8/05	5/24/06
Continuously air videotapes of the band's performances on the TV in the Parent Resource Center to allow parents to see the top-quality performances and pique their interest in enrolling their child in band.	Assistant Principal, Media Specialist	8/8/05	5/24/06
Inform students about the band courses offered through academic counseling.	Assistant Principal, Student Services Department Chairperson	8/8/05	5/24/06

Research-Based Programs

Project CRISS

Professional Development

District and State Music Conferences

Evaluation

Enrollment numbers for middle school band courses will increase during the 2005-2006 school year as compared to the 2004-2005 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.)

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

GOAL 10 STATEMENT:

José Martí Middle School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003-2004, José Martí Middle School ranked at the 58th percentile on the State of Florida ROI index.

Measurable Objective

José Martí Middle School will improve its ranking on the State of Florida ROI index publication from the 58th percentile to the 61st percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal, Assistant Principals	8/8/05	5/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principals	8/8/05	5/24/06
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/05	5/24/06
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals	8/8/05	5/24/06

Research-Based Programs

McDougal Littel Language of Literature
 Scholastic Read XL
 Hampton Brown High Point
 READ 180
 Glencoe Mathematics Series
 Write Traits
 Science Insights-Scott, Foresman, Addison Wesley
 Science Voyages-Glencoe
 CRISS

Professional Development

Training hosted by Just Read, Florida
 Reading Leader-Title 1 workshops
 Mathematics District training - HOME
 School-based data analysis and data-driven decision-making training
 School-based, professional learning community training
 CRISS training

Evaluation

On the next State of Florida ROI index publication, José Martí Middle School will show progress toward reaching the 61st percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

The EESAC supports the administrative efforts to improve student achievement and will budget financial resources to support their efforts.

Training:

The EESAC recommends and actively supports ongoing professional development that assists instructional staff members in meeting student needs. In the past, CRISS training sessions have been funded by EESAC.

Instructional Materials:

The EESAC supports the school's enhancement of the instructional program by encouraging the acquisition of academic and technological resources to promote increased student achievement.

Technology:

The EESAC supports and commends the faculty and staff of José Martí Middle School in their progress with technological advances, including e-mail and electronic gradebook programs.

Staffing:

The EESAC commends the administration for hiring additional security staff to insure a safe learning environment. Also, the EESAC supports hiring additional instructional personnel to lower class sizes.

Student Support Services:

The EESAC recommends that the Student Services department continue to provide valuable academic, personal, social, career counseling to the student population. The EESAC commends the Peer Mediation program and encourages its continuation.

Other Matters of Resource Allocation:

The EESAC offers support in the school's endeavors in improving student achievement.

Benchmarking:

The EESAC recommends that the small learning communities continue as they provide an opportunity for instructional staff to share best practices and departmental self-reflection.

School Safety & Discipline:

The EESAC supports the school's efforts to maintain a safe learning environment.

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