
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6431 - Arthur & Polly Mays Middle Community School

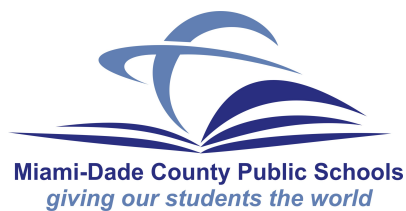
FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: KENNETH COOPER

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Arthur & Polly Mays Middle Community School

Arthur & Polly Mays Middle Community School, located in Goulds, Florida serves a school population of 776 students. The school population reflects the multiethnic nature of the community. Approximately 35 percent of the school population is enrolled in the visual and performing arts and broadcasting magnets. Over 85 percent of the student body qualify for free or reduced priced meals. The School Performance Excellence Plan concept described below was developed as a result of the analysis and evaluation of pertinent data, including the 2004-2005 Florida Comprehensive Assessment Test (FCAT), FCAT Writing Test, District assessments and the Organizational Performance Improvement Snapshot survey. The Educational Excellence School Advisory Council also made recommendations.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their mathematics skills as evidence by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will

improve their mathematics skills as evidence by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidence by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will improve their mathematics skills as evidence by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade eight will increase their writing skills as evidenced by a two percent increase in the percentage of students scoring at the state mastery level on the 2006 administration of the FCAT.

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

During the 2005-2006 school year, parental involvement will increase by ten percent as compared to 2004-2005 as evidenced by attendance records from EESAC rosters, Title I parent conference sign-in sheets, magnet parent council roster, volunteer logs and membership in the PTSA.

Given the school-wide initiative to foster an atmosphere of discipline and safety the school's overall outdoor suspension rate will decrease by 10 percent for the 2005 - 2006 school year when compared to data from MDCPS suspension report for 2004 - 2005.

Given the school-wide initiative of educational technology, teachers will incorporate the utilization of the electronic Districts Web Based gradebook as evidenced by 100 percent of teacher participation at the end of 2005-2006 school year.

Given instruction using the Sunshine State Standards students in grades six through eight will improve their physical fitness as evidenced by a three percent increase on the 2006 administration of the Miami-Dade County Public Schools Physical Fitness Test; as compared to data from the 2004 – 2005 MDCPS Physical Fitness Test.

Increase magnet enrollment in the visual and performing arts by 10% when compared to enrollment data from the 2004 – 2005 school year.

Arthur & Polly Mays Middle Community School will improve its ranking on the State of Florida Return On Investment index publication from the 27th percentile in 2003 to the 32nd percentile on the next publication of the index.

Overall results of the Organizational Performance Improvement Snapshot Survey (O.P.I.) indicate that the faculty and staff of Arthur & Polly Mays are moving in a positive direction. Evidence can be seen by the school grade progressing from a “D” to a “C” during the 2004 - 2005 school year as documented by FCAT. Results of the O.P.I. showed that the faculty and staff were concerned with process management and business, both ranking 3.8 out of five points. Data revealed that additional efforts must be initiated by the leadership team to address these concerns. Efforts to improve the previously mentioned categories have been addressed in the formulation of the 2005 - 2006 School Improvement Plan.

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.

Arthur & Polly Mays Middle Community School

VISION

Arthur & Polly Mays Middle Community School is committed to academic excellence, preparing students for future endeavors and enhancing technical skills in an ever-changing world.

MISSION

Arthur & Polly Mays Middle Community School and its multicultural community will provide quality-learning experiences that encourage educational excellence, foster individual student and faculty growth, and prepare students and staff for advancement in our world of technology.

CORE VALUES

Arthur & Polly Mays Middle Community School is dedicated to academic excellence, quality service, parent and student relationships, and quality communication between the school and the community that it serves.

School Demographics

Arthur & Polly Mays Middle Community School is located on thirteen acres in South-Miami Dade County at 11700 SW 216 Street. Three buildings house 52 classrooms including three computer labs. A State of the Art Media Center that houses the broadcasting magnet was constructed three years ago. A new administrative office complex was also constructed in 2002. This sixty-plus-year-old building has been rewired to provide Internet service for all classrooms. At the present time the school is being modernized and painted to promote a visually and environmentally safe atmosphere for the students and community.

Arthur & Polly Mays Middle Community School endeavors to become more involved with the community through regularly scheduled parent workshops and inservices. An Open House at the school site is scheduled twice a year for parents to meet teachers.

Parent/teacher meetings are held every Friday morning at 8:25. This forum is for parents to communicate with classroom teachers, counselors and administrators any and all concerns regarding their child's progress.

The EESAC (Education Excellence School Advisory Council) acts as a link to the community through financial assistance for various projects to improve student achievement. Meetings are held monthly providing a valuable link between parents and the school. Meeting times for the EESAC are staggered to provide more parents with an opportunity to attend.

The majority of parents are employed in middle to low income jobs. Family lives are enhanced through state assistance programs and services. The school addresses parental needs by providing parent nights, an adolescence program and community school classes. The community school enrolls over 600 students per year in a variety of classes including basic literacy, college courses, floral arrangement, and computer literacy. The community school also runs a summer program for school children ranging in age from 6-12 years old.

Arthur & Polly Mays Middle Community School, a Title I site, provides a Visual and Performing Arts and Broadcasting Magnet as well as a standard academic program utilizing a modified block schedule for students in sixth through eighth grade.

The total population of Arthur & Polly Mays Middle Community School for the 2005 – 2006 school year is 776.

The demographic profile: 73 percent standard curriculum, 17 percent ESE, six percent LEP, four percent gifted, and 35 percent participate in the visual and performing arts or broadcasting magnet.

The school population reflects the multiethnic nature of the community. The ethnic breakdown: four percent white, 39 percent Hispanic, 56 percent African American, .01 percent multi-racial and .01 percent Asian.

The focus of instruction has been on reading, mathematics and writing programs. Current data reveals that the majority of students at Arthur & Polly Mays Middle Community School are performing below grade level in these areas. Although some progress was made during the 2004-2005 school year, FCAT results indicate that additional strategies must be implemented for the 2005-2006 school year in order to raise student achievement.

Mays is a participant in the Title I program which supplies individualized tutoring assisted by full-time paraprofessionals for the America Reads Program. The program is geared toward the remediation of reading students performing in the lower 25 percentile as evidenced by data compiled from the 2004-2005 FCAT. Specialized professional development activities are provided for paraprofessionals to prepare them to provide one-on-one tutoring. Level 1 and level 2 students have been placed in intensive reading classes.

Tutoring in mathematics, science, writing and reading is provided for all students by highly qualified teachers after school. Mays offers a voluntary computer generated tutorial program open to all students which encompasses FCAT Explorer, Assess2Learn and Riverdeep. Saturday FCAT camp is utilized to provide students intensive remediation prior to testing. Additionally, the community school offers tutoring and social activities for students.

The instructional personnel include two National Board certified teachers, 50 regular/E.S.E. certified teachers, two reading coaches, one media specialist, a part time occupational specialist, a community involvement specialist representing Title I, a trust counselor, three grade level counselors and one behavior management teacher (BMT). Additionally, for the 2005-2006 school year a part time psychologist, a part time clinician and a full time program specialist have been provided to address student needs.

All departmental lesson plans are based on grade level Competency Based Curriculum and Sunshine State Standards according to the District's scope and sequence and are utilized across the curriculum. This type of planning gives uniformity to instruction for major subject areas across all grade levels. These plans include Sunshine State standards activities for each day's lesson. Students are encouraged to take advanced and gifted classes. Inclusion classes utilizing the co-teaching model are provided for ESE students across the curriculum.

Computer programs including FCAT Explorer, Riverdeep, Academy of Reading, Read 180 and the Internet are used to enhance classroom instruction and provide students with skills necessary to compete within our technological world. The school is equipped with three computer labs. Each classroom has one or more computers for teacher and student use.

All students at Mays have an opportunity to participate in clubs including dance, drama, chess, math, science, Future Business Leaders of America, Future Teachers of America, Chamber of Commerce, Student Council, Colorguard/flag team, Cheerleading, Weather, Environmental and Recycling. Additionally, all students can participate in activities including tennis, volleyball, basketball, track and field and cross country.

Enrollment at Arthur & Polly Mays Middle Community School has declined over the past five years. Reasons for this decline include; other magnet schools including Ammons, Southwood, Cutler Ridge, Homestead Middle School; lack of a viable recruitment zone and charter schools. Transportation and boundary issues have severely affected magnet recruitment efforts. In order for the magnet program to recover, emphasis must be placed on realigning school boundaries.

School Foundation

Leadership:

Utilizing data collected from the Organizational Performance Improvement Snapshot survey stakeholders feel that the leadership at Mays Middle School is strong. All statements within the leadership component averaged at least a four out of five score. The lowest numerical average was given in conjunction with the statement relating to the leadership ranking (3.5) indicating that school personnel would like the leadership team to ask them what they think about issues affecting the school.

District Strategic Planning Alignment:

Items addressed in strategic planning indicate that the teachers/staff at Arthur & Polly Mays Middle Community School understand the importance of planning and implementing goals and objectives designed to achieve academic excellence. All statements within strategic planning averaged at least a 3.8 out of five score. The lowest average was a 3.6 indicating staff members would like to have more input in the development of goals and objectives. Strategies will be developed to provide all stakeholders with an opportunity to present their ideas through EESAC meetings, department meetings, PTSA/Parent council meetings and faculty meetings. Additional objectives will be addressed for the 2005-2006 school year in the areas of parental involvement, discipline and safety, technology, health and fitness and the arts.

Stakeholder Engagement:

Based on the OPI, customer satisfaction was the highest ranking category averaging a 4.2. Evidence of this being an excellent indicator for what is happening at Arthur & Polly Mays Middle Community School, according to the results of the School Climate Survey for 2004-2005. Faculty and staff agreed there is positive communication between parents, students, and teachers, addressing the areas of discipline, academics and parental participation. All schools site personnel are available to assist parents with any and all concerns regarding their child's education and future progress. Emphasis will placed on increasing parental involvement and addressing concerns as they arise.

Faculty & Staff:

Based on data from the OPI, Human Resources ranked a 3.8 out of a possible five points indicating that our staff members utilize a team approach in the planning of school objectives and goals. Assistance is provided to new teachers through Professional Growth Teams consisting of peer teachers and administrators.

Newly created professional learning communities provide the entire faculty with an opportunity to share new and innovative ideas that will enhance educational excellence and a vehicle for implementation.

Data/Information/Knowledge Management:

Data obtained from the OPI survey indicates that this was the highest area of satisfaction for faculty and staff members. All statements within this component averaged at least 4.2 out of a five score indicating that the faculty and staff utilize data to monitor student progress. This information enables monitoring, reflection, and remediation of school improvement objectives.

Education Design:

Utilizing data obtained from the OPI survey indicated a ranking of 3.8 out of five. Based on these results, Arthur & Polly Mays will continue to incorporate the Plan Do Study Act (PDSA) cycle. The PDSA model is a four step process that is a systematic process for making improvements in services.

Performance Results:

Overall results of the O.P.I. indicate that the faculty and staff of Arthur & Polly Mays are moving in a positive direction. Evidence can be seen by the school grade progressing from a “D” to a “C” during the 2004 - 2005 school year as documented by FCAT. Results of the O.P.I. showed that the faculty and staff were concerned with process management and business, both ranking 3.8 out of five points. Data revealed that additional efforts must be initiated by the leadership team to address these concerns. Efforts to improve the previously mentioned categories have been addressed in the formulation of the 2005 - 2006 School Improvement Plan.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

The professional educators who will provide assistance for academic success are as follows:

Language Arts/Reading Teachers:

Deborah Benton, 120490, Reading Leader, certified in reading;

Mildreca Robinson, 195755, Reading Coach, certified in reading and English 6 - 12;

Carlos Vargas, 269982, district approved out-of-field waiver, teaching assignment: reading grade 6;

Richard Rodriguez, 264518, district approved out-of-field waiver, teaching assignment: reading grade 8;

Carlene I. Cargill, 255318, certified in English, teaching assignment: language arts grade 6;

Barbara Loffredo, 184572, certified in English, teaching assignment: language arts grade 8;

Bonny Robson, 220243, certified in English, teaching assignment: language arts grade 7;

Roxana Smith-Dale, 269664, certified in language arts, teaching assignment: language arts grade 6, and reading grade 7;

Edward Stater, 177585, certified in English, teaching assignment: language arts grade 8 and grade 8 inclusion;

Zoraida Blanco, 230826, certified in English (5 – 12), teaching assignment: language arts grade 6;

Mary Ceschin, 236161, certified in ESOL (K - 12), teaching assignment: ESOL grades 6 – 8.

ESE teachers:

John Chio, 268907, certified in ESE, teaching assignment: ESE language arts grades 6 & 7;

Albert E. Alicea, 260699, certified in varying exceptionalities, teaching assignment: ESE science grades 7 & 8;

Cheryl Cawn, 169298, certified in varying exceptionalities (K - 12) and computer science K - 12, teaching assignment: ESE science grades 6 – 8;

Claudia Arguello, 173561, certified in varying exceptionalities (K - 12), ESOL endorsement, teaching assignment: ESE reading grades 6 - 8;

Celeste Cobb, 219956, temporary certificate, teaching assignments: ESE reading and language arts grades 6 – 8;

Mary Colli, 186787, certified in ESE (K - 12), teaching assignment: ESE mathematics grades 6 – 8;

Paula Hamilton, 155689, certified in ESE (K - 12), teaching assignments: ESE reading and language arts grade 8, inclusion grade 7;

Shearlyn Jacobs, 226148, certified in ESE (K - 12), social science and school social worker (Pre-K – 12): teaching assignments: EH all subjects grades 6 – 8;

Sabrina Pope, 193926, district approved out-of-field waiver, certified in social science: teaching assignment: EH all subjects grades 6 – 8;

Diane Pottinger, 250583, certified in ESE (K - 12): teaching assignment: ESE social studies 6 – 8, inclusion social studies grade 6;

Silvia Ramirez, 248901, certified in ESE (K - 12) and mathematics (5 - 9): teaching assignment: ESE mathematics grades 6 & 7, inclusion mathematics grade 6 & 7;

Agnes Silva, 245762, certified in ESE (K - 12) and ESOL endorsement: teaching assignments: SED all subjects grades 6 – 8;

Karin Carranza, 255252, district approved out-of-field waiver, certified in mathematics, teaching assignment: ESE social studies grade 7, mathematics grade 7.

Mathematics teachers:

Janet E. Bell, 035878, certified in mathematics 5 - 9, elementary education 1 - 6, and early childhood education, teaching assignment: mathematics grade 6;

Kirk David, 258779, certified in mathematics 6 - 12, teaching assignment: mathematics grade 7;

Yasin Khalil, 270334, certified in mathematics 5 - 9, teaching assignment: mathematics grades 6 & 8, inclusion mathematics grade 8;

Ryan G. Woolcock, 226490, certified in mathematics 5 - 9, teaching assignment: mathematics grade 8;

Richard Willis, 271941, certified in mathematics 5 - 9 and economics, teaching assignment: mathematics grades 6 & 7, inclusion mathematics grade 6 & 7.

Media Specialist:

Judith Yanowitz, 197072, Media Specialist, certified in educational media specialist and mentally handicapped.

Science Teachers:

Dr. Winston Freckleton, 164125, certified in mathematics 6 - 12 and earth & space, teaching assignment: science grade 8, inclusion science grade 8;

Khyanne Green, 251622, certified in biology 6 - 12, teaching assignment: science grades 6 & 7, inclusion science grade 6;

Persephone Floyd, 245811, certified in middle school science 5 - 9, teaching assignment: regular and gifted science grades 6 - 8;

Phala Jordan, 251825, certified in chemistry (6 - 12), teaching assignment: science grade 6;

Ilia Lago, 203708, certified in general science (5 - 9) and family and consumer science (6 - 12), teaching assignment: science grade 8;

Ain Walker, 264272, certified in middle school science 5 - 9 and social studies 6 - 12, teaching assignment: science grade 7 (maternity leave until 04-06-06).

Social Studies:

Rochelle L. Alfassa, 093127, certified in social science 5 - 9, elementary education 1 - 6, geography 6 - 12, history 6 - 12, teaching assignment: social studies grade 6, inclusion social studies;

Laura J. Eastment, 220814, certified in elementary education 1 - 6 and middle grade social studies 5 - 9, teaching assignment: social studies grade 6;

Nancy D. Howard, 225343, certified in social science 5 - 12, ESOL K - 12, teaching assignment: social studies grades 7 & 8;

Dr. Freddie Mathis, 148181, certified in social science 6 - 12, teaching assignment: social studies grade 7 & 8;

Millicent R. Taylor, 141904, certified in social science 6 - 12, elementary education 1 - 6, sociology 6 - 12, teaching assignment: social studies grades 8, grade 8 inclusion, and mathematics course recovery grades 6 & 7, reading grade 7;

Jasmine Warren, 266291, certified in history 6 - 12, social science 6-12, teaching assignment: social studies grade 7.

Elective Teachers:

Michael Fennen, 238131, certified in physical education 6 - 12, teaching assignment: physical education grades 6 - 8;

Vernett Nicholson, 119540, certified in health education 7 - 12, physical education K - 12, driver education and middle grade endorsement, teaching assignment: physical education grades 6 - 8;

Joyce Whyte, 145774, certified in business education 6-12, teaching assignment: business education grades 6 - 8;

Marjorie McWeeny, 161208, certified in art K - 12, teaching assignment: art grades 6 - 8, reading grade 7.

Magnet Teachers:

Kristina Wood, 225383, certified in art K - 12, teaching assignment: magnet art grades 6 - 8;

Adalberto Acevedo, 215542, certified in drama 6 - 12, teaching assignment: magnet broadcasting and drama grades 6 - 8;

Gayle Roseman, 210983, certified in dance K - 12, teaching assignment: magnet dance grades 6 - 8;

Douglas McCall, 259091, certified in music elementary-secondary, teaching assignment: magnet chorus and keyboard grades 6 - 8;

Cristina Sanchez-Napoles, 265272, certified in music elementary-secondary, teaching assignment: magnet band grades 6 - 8.

SCSI:

Shirley Williams, 160648, certified in ESE (K-12) and ESOL endorsement: teaching assignment: indoor suspension

• Highly Qualified, Certified Administrators:

Mr. Kenneth S. Cooper, Principal

Mr. Kenneth S. Cooper has thirty-one years of experience as a professional educator and sixteen years as a school site principal. Mr. Cooper began his career with Miami-Dade County Public Schools as a social studies teacher and department chairperson at Citrus Grove Middle School. Mr. Cooper also taught Social Studies at Southwood Middle School. In July 1983, Mr. Cooper was appointed to an assistant principalship at Southwood Middle School. During the following six years, Mr. Cooper had numerous responsibilities which included middle school teaming, community liaison, security and school safety, capital improvement projects, facilities management, personnel, budget, attendance, and standardized testing.

In August 1989, through leadership experiences in the District's Executive Training Program, Mr. Cooper became involved in elementary education with an assignment at William Jennings Bryan Elementary School. During that year, Mr. Cooper chaired the Child Study Team. Other accomplishments included cadre support under the school based Shared Decision Making Model and PTA involvement to increase parental involvement. In January 1990, Mr. Cooper was appointed principal at Jan Mann Opportunity School. He restructured the instructional program and began utilizing technology to enhance literacy skills. In June 1992, Mr. Cooper was asked to operate a school for students with disabilities. Over a four year period, Robert Renick Educational Center received many accolades, awards, and accomplishments. Mr. Cooper established an elective band program for emotionally handicapped and severely emotionally disturbed students. Through structure and consistency in the curriculum, students made positive strides in music, art, and academics. A community of learners included therapists, students, parents, teachers, and community partners. Mr. Cooper has written for the newspaper and other professional magazines. Mr. Cooper was assigned to Pine Villa Elementary School in June 1996. Through his leadership, the school's negative budget was improved. The following year, Mr. Cooper moved to Mays Middle Community School. His leadership has added great strength to this historic school site.

Mr. Cooper received a Bachelor of Science degree in Criminal Justice Administration and Masters of Science degree in Adult Education Administration and Supervision. He has postgraduate work in social studies, education administration and supervision, and educational leadership. Mr. Cooper is certified in Political Science 7-12 and holds a level 1 principal certificate from the State of Florida. His annual evaluations over the past sixteen years are distinguished. Mr. Cooper is a member of Dade Association of School Administrators.

Ms. Beverley Salomatoff, Assistant Principal of Curriculum

Ms. Salomatoff has worked for 16 years in the Miami-Dade County Public School System (MDCPS). Ms. Salomatoff holds a Bachelor of Science in History and a Masters of Science in Elementary Education and Educational Leadership. For ten years, Ms. Salomatoff worked at Arthur & Polly Mays Middle as an instructor of geography, civics, and U.S. history. Ms. Salomatoff's certification covers social studies 6-12, elementary education, and educational leadership. Ms. Salomatoff also served as Team

Leader coordinator, United Way Ambassador, Volunteer Liaison, Dade Partner Liaison, and Mediation Specialist.

After teaching for ten years at Arthur & Polly Mays Middle School, Ms. Salomatoff was selected as the Magnet Lead Teacher/Administrative Assistant. This position entailed the day to day operation of the magnet program which included student recruitment, orientations, parent contacts, transportation, course placement, and discipline. As administrative assistant, Ms. Salomatoff helped develop the School Improvement Plan and assisted in dissemination of District initiatives. Ms. Salomatoff became an Assistant Principal two years ago after serving the Arthur & Polly Mays Community School for 14 years, making her both a committed and integral part of the administrative team. As the new assistant principal of curriculum, Ms. Salomatoff has led the curriculum support team in an effort to increase overall student achievement. Her current position is that of Assistant Principal of Curriculum.

Mr. Robert Armand, Assistant Principal

Mr. Armand has worked for 14 years in the Miami-Dade County Public School System (MDCPS). Mr. Armand holds a Bachelor of Science degree in Physical Education/Drivers' Education and a Masters of Science degree in Educational Leadership. For three years, Mr. Armand was an athletic director at Coral Reef Senior High School. During that time, Mr. Armand had the opportunity to assist in the opening of Coral Reef Senior where responsibilities included selecting both instructional and non-instructional personnel, establishing a core of qualified and energetic staff. From 1999-2000, Mr. Armand was the Assistant Principal at Miami Sunset Senior High School. Mr. Armand then became the Assistant Principal of Curriculum at South Dade Senior High from 2000-2004. This appointment allowed Mr. Armand the opportunity to set and oversee curriculum. Direct responsibilities for this appointment included but were not limited to addressing concerns at every grade level, coordinating the master schedule and implementing district mandates. Mr. Armand joined the Mays Middle School administrative team last year. His areas of certification include physical education/driver's education and educational leadership. In addition to current responsibilities, Mr. Armand is currently participating in the Executive Training Program in preparation for a principalship.

Dr. James Tranthem, Assistant Principal Community Education

Dr. Tranthem has worked for 24 years in the Miami-Dade County Public School System (MDCPS). Dr. Tranthem holds a Bachelor of Arts degree in English, Master of Science degree in Educational Administration, and a Doctorate in Community Educational Administration. Tranthem began his teaching career at Booker T. Washington where he taught English for three years. For the last 18 years of Dr. Tranthem's career, he has worked as an Assistant Principal for Community Education (APCE). He was APCE of the Year for the 1999-2000 school year. Dr. Tranthem is an integral part of the administrative team at Arthur & Polly Mays Middle School by ensuring both students and parents have an opportunity to continue their education beyond the school day. He holds certification in English, Spanish and Administrative Supervision. Dr. Tranthem's dedication and commitment to the Gould's community ensure that everyone has the opportunity to succeed. Dr. Tranthem's involvement in the Goulds Coalition keeps the community interests at the forefront of all stakeholders' agendas.

• Teacher Mentoring:

All teachers new to the profession and/or school system will be involved in the New Teacher Orientation provided by the District. In addition, Professional Growth Teams (PGT) will be developed to assist new teachers with effective classroom management strategies. Veteran teachers will be paired with newly assigned and beginning teachers as mentors to provide assistance with methodology and pedagogy.

Quality professional development workshops on research-based instructional strategies will be conducted during professional planning time and early release days for teachers to help elevate the quality of instruction.

Weekly Wednesday morning meetings will be required for the PGT teachers to discuss and share best practices and instructional delivery techniques as well as host training sessions. Our reading coach will model lessons in various subjects which will enhance the competencies of teachers.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) assisted in the preparation of the School Improvement Plan relative to the following areas:

Budget - The EESAC recommended, reviewed and participated in the development of the budget for the 2005 - 2006 school year.

Staffing - The EESAC recommended that school volunteers should be utilized within the classroom.

Training - The EESAC recognizes its role in supporting the development for professional growth regarding school improvement goals and initiatives and in promoting a collegial climate as enabling tools for continuous school improvement.

Technology - The EESAC supports the existing technology infrastructure school-wide. They also recommended teachers pursue grant opportunities involving technology.

Student support services - The EESAC recommends that the Title I community involvement specialist continues to provide assistance to parents in need. In addition, EESAC recommends that student services department provide more individualized counseling.

Instructional materials - The EESAC supports continued efforts to focus school instructional materials on SIP goals and state/district standards.

Benchmarkings - The EESAC will review student performance data as a baseline for assessing progress throughout the year.

• Extended Learning Opportunities

All students are provided an opportunity to participate in a variety of extended learning opportunities. The "Early Bird Reading program", designed for our magnet students, uses Read 180 computerized software. In addition, Mays Middle also offers after school FCAT tutoring in mathematics, reading, science and writing. Students are also encouraged to attend Saturday school to work on Riverdeep, FCAT Explorer, and Plato. Additional tutoring will be provided by Education Station and Platform Learning.

Additionally, our community school provides students with an opportunity to attend tutoring and enrichment activities throughout the week.

• School Wide Improvement Model

Arthur & Polly Mays Middle Community School will continue to incorporate the Plan Do Study Act (PDSA) cycle. The PDSA model is a four-step process that is a systematic process for making improvements in services.

The cycle will include: Plan - for changes to bring about improvement;

Do - changes on a small scale first to try them;

Study - to see if changes are working; and

Act - to get the greatest benefit from changes.

The Gates MacGinitie was administered to all sixth, seventh and eighth grades (August 2005).

After analyzing our school data, all students performing at a level 1 or 2 on the FCAT Reading Test will be provided intensive reading instruction inclusive of fluency, comprehension, vocabulary, phonemic awareness and phonics.

Students scoring three or above on the FCAT will receive instruction to build fluency, comprehension, test-taking strategies, higher order questioning, extensive research and writing lessons.

Instructional focus activities which highlight specific benchmarks in reading and mathematics were developed into a calendar which was distributed to all instructional staff at the beginning of the school year. This practice allows students and teachers to be on one accord, constantly reinforcing the benchmarks and providing direct instruction.

Emphasis on targeted skills will be implemented school-wide on a weekly basis. Assessments will provide data for analysis of best practices and teaching methods. Accelerated Reader will be utilized with all students through homeroom, language arts and reading classes.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

Mays Middle School's diverse population indicates a strong need for intensive instruction in reading. The following subgroups scored below FCAT achievement level three:

- 82 percent African American,
- 63 percent Hispanic,
- 77 percent of Economically Disadvantaged and
- 94 percent of students with disabilities.

Scores on the 2005 FCAT Reading Test indicate that 21 percent of students in grade six have scored at or above FCAT achievement level 3; this was a two point decrease from scores on the 2004 administration.

Scores on the 2005 FCAT Reading Test indicated that 29 percent of the students in grade seven have scored at or above FCAT achievement level 3; this was a two point increase from scores on the 2004 administration.

Scores on the 2005 FCAT Reading Test indicated that 22 percent of students in grade eight scored at or above FCAT achievement level 3; there was no growth shown from scores on the 2004 administration.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
All level 1 and 2 students will be monitored and assessed on utilizing the Diagnostic Assessment of Reading (DAR)	Reading coaches and paraprofessionals	8/8/2005	5/24/2006
Continue the implementation of a school-wide reading theme to foster a lifelong love for reading; Reading Assures Me Success (RAMS)	Principal, reading coaches, language arts department chair and assistant principal of curriculum	8/8/2005	5/24/2006
Provide incentives to students actively participating in the school-wide reading programs including, but not limited to, Accelerated Reader and Vocabulary Builder	Principal, media specialist, reading coaches and assistant principal of curriculum	8/8/2005	5/24/2006
Implement a school-wide reading benchmark focus that will allow all teachers, despite their disciplines, to spotlight a reading benchmark bi-weekly	Reading coaches, language arts department chair, assistant principal of curriculum, all teachers and principal	8/8/2005	5/24/2006
Implement the coaching model with reading and language arts teachers	Reading coaches, language arts department chair and assistant principal of curriculum	8/8/2005	5/24/2006
Employ the assistance of student services personnel to distribute on-going communication to	Counselors and community involvement specialist	8/8/2005	5/24/2006

student homes informing parents of how they can assist their child in the area of reading			
Implement inclusion model for ESE students grade 6,7, and 8	ESE department chair, ESE inclusion, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Utilize the pull-out model for students who scored level 1 or 2 on the FCAT Reading Test using the America Reads Program	Reading coaches, paraprofessionals and assistant principal of curriculum	8/8/2005	5/24/2006
Identify students who scored at level 1 and 2 on the 2005 FCAT Reading Test and administer the Gates MacGinitie Reading Test (Forms S & T)	Counselors, language arts teachers, reading coaches and paraprofessionals	8/8/2005	5/24/2006
Continue to identify high performing students in reading through student assessment (Gates MacGinitie), academic grades, and teacher recommendation for placement in advanced classes	Counselors and all teachers	8/8/2005	5/24/2006

Research-Based Programs

The primary research-based program being utilized at Arthur & Polly Mays Middle Community School is the Bridges to Literature reading series published by Holt, Rinehart for sixth, seventh and eighth grades. Additional resources such as Soar to Success, and Read 180 are used.

Professional Development

The reading coaches will provide inservice to teachers throughout the year on topics including vocabulary, comprehension, and fluency. New teachers will be trained utilizing CRISS strategies. District curriculum support personnel will provide inservice in Recipricol Reading Techniques. Reading coaches will be trained to use DAR, Snapshot and Progress Monitoring and Reporting Network (PMRN). Additionally, inservices will be presented by District curriculum support personnel on the use of CRISS strategies, Differentiated Instruction and curriculum mapping. Inclusion workshops for ESE/inclusion teachers will be provided by District personnel on how to incorporate reading strategies in a co-teaching environment.

Evaluation

Every student will be administered the Gates MacGinitie as pre, mid, and post tests. Additionally, timed reading tests will be utilized along with the Bridges to Literature Reading Series testing, Diagnostic Assessment of Reading reports and the 2006 FCAT.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

All students will be able to function on or above grade level in mathematics.

Needs Assessment

An assessment of data reveals that 82 percent of the students in grade six, 73 percent of the students in grade seven, and 61 percent of the students in grade eight are still testing below grade level on the FCAT Mathematics Test.

Scores on the 2005 FCAT Mathematics Test indicate that 18 percent of students in grade six have scored at or above FCAT Achievement Level 3; an increase of three percent from scores on the 2004 administration.

Scores on the 2005 FCAT Mathematics Test indicate that 27 percent of students in grade seven have scored at or above FCAT Achievement Level 3; remaining consistent with scores on the 2004 administration.

Scores on the 2005 FCAT Mathematics Test indicate that 39 percent of students in grade eight scored at or above FCAT Achievement Level 3; an increase of eight percent from scores on the 2004 administration.

Specifically, the majority of level 1 and 2 students in grades six through eight with low test scores are African American, Hispanic, Economically Disadvantaged and students with disabilities. These students first need basic mathematics skills in order to form a solid foundation. Implementation of listed strategies will assist in the increase of the students' test scores.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their mathematics skills as evidence by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidence by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidence by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will improve their mathematics skills as evidence by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement inclusion model for ESE students grade 6, 7, and 8	ESE department chair, ESE inclusion, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Implement and monitor a more structured mathematics scope and sequence using CBC's and Sunshine State Standards	Mathematics department chair, mathematics department and assistant principal of curriculum	8/8/2005	5/24/2006
Utilize District and classroom assessments to evaluate students' progress i.e. chapter test from mathematics text District pre and post	Mathematics department chair, mathematics department and assistant principal of curriculum	8/8/2005	5/24/2006
Integrate technology into mathematics instruction utilizing programs such as FCAT Explorer and Riverdeep	Mathematics department chair, mathematics department and assistant principal of curriculum	8/8/2005	5/24/2006
Implement school-wide benchmarks, focusing weekly on a particular mathematics strand. All teachers will incorporate mathematics into	Mathematics department chair, mathematics department and assistant principal of curriculum	8/8/2005	5/24/2006

classroom discussions			
Continue to identify through student assessment and academic classroom performance high achieving students for placement in advanced academics	Mathematics department chair, mathematics department and assistant principal of curriculum	8/8/2005	5/24/2006
Provide tutoring through Education Station and Platform Learning for those students who registered with SES providers	Mathematics department chair, assistant principal of curriculum	8/8/2005	5/24/2006
Construct and administer FCAT formatted teacher-made exams	Mathematics department chair, mathematics department and assistant principal of curriculum	8/8/2005	5/24/2006
Utilize manipulatives to allow diverse learners a more hands-on approach to learning objectives	Mathematics department chair, mathematics department and assistant principal of curriculum	8/8/2005	5/24/2006
Include students scoring level 1 or 2 on the FCAT Mathematics Test for extended learning opportunities including, but not limited to, after-school tutoring and Saturday school	Mathematics department chair, mathematics department and assistant principal of curriculum	8/8/2005	5/24/2006

Research-Based Programs

The primary researched-based program being utilized at Arthur & Polly Mays Middle Community School is the Prentice Hall mathematics series for sixth, seventh, and eighth grades.

Riverdeep, a computerized mathematics program, which will enhance mathematics literacy skills, will be utilized to improve student achievement.

Professional Development

Assistance will be provided by departmental chairpersons and District support personnel for teacher development three times a week starting August 2005 during departmental meetings and Professional Growth Team (PGT) meetings. Focus will be placed on areas of testing development, teaching strategies and technology integration.

Teachers will be provided with opportunities to attend District workshops addressing mathematics topics including the use of manipulatives, FCAT Explorer and Riverdeep.

Inservice training for ESE/inclusion teachers will be provided addressing teaching mathematics in a co-teaching environment.

Evaluation

District pre-post test results.

FCAT 2006 mathematics test results.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

Needs Assessment

Based on 2005 FCAT, 79 percent of students met high standards in writing. Although writing scores remain consistent with 2004 FCAT scores, additional emphasis must be placed on writing to ensure students attain the necessary skills needed to be successful in future academic areas as well as meet the new state requirements on the 2006 FCAT.

Results of 2005 FCAT indicate that eighth grade students find persuasive writing to be more of a challenge than expository writing. Therefore, school wide writing prompts need to address this weakness.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will increase their writing skills as evidenced by a two percent increase in the percentage of students scoring at the state mastery level on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement inclusion model for ESE students grade 6, 7, and 8	ESE department chair, ESE inclusion, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Administer pre, mid, and post writing tests documenting scores to help direct instruction	Reading coaches, language arts chair and teachers school-wide	8/8/2005	5/24/2006
Provide extended learning opportunities in the area of writing during tutoring and Saturday school	Assistant principal of curriculum, teachers and principal	8/8/2005	5/24/2006
Implement a school-wide warm-up writing practice in preparation for FCAT Writes	Reading coaches and language arts department chair	8/8/2005	5/24/2006
Facilitate professional development in the area of holistic scoring and overall essay writing	Reading coaches, language arts department chair and assistant principal	8/8/2005	5/24/2006
Provide students with daily reading and writing connection across the curriculum focusing on persuasive and expository prompts	Reading coaches and language arts department chair	8/8/2005	5/24/2006
Continue to identify through student assessment and academic classroom performance high achieving students for placement in advanced academics	Teachers and counselors	8/8/2005	5/24/2006
Construct and administer essay exams and other teacher made writing tests similar to that of FCAT Writing Test	All teachers school-wide	8/8/2005	5/24/2006
Provide classroom opportunities directed by the teacher for students to practice peer editing	Reading coaches and all teachers school-wide	8/8/2005	5/24/2006
Provide all students with simulated timed test situations through the language arts and social studies classes using FCAT writing strategies weekly	Reading coaches, language arts department chair, social studies department chair and assistant principal of curriculum	8/8/2005	5/24/2006

Research-Based Programs

Arthur & Polly Mays Middle Community School, in accordance with research, will use FCAT AIM Higher reading and writing series, Get Set for Reading by Continental Press and the Curriculum model to improve student writing. Additionally, the state adopted text, Glencoe Writer's Choice, has been adopted and is being used.

Professional Development

Selected teachers are involved in Vertical Team Training with Miami Southridge Senior High School.

Criss Training for entire faculty provided by District Support Team

Reciprocal Reading for entire faculty provided by District Support Team

Summer Writing Institute for language arts teachers provided by District language arts personnel

Holistic scoring and essay writing for entire faculty provided by District personnel

Evaluation

District writing pre-mid-post test.

2006 FCAT Writes.

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

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

Results of the 2005 FCAT science data reflects a mean scale score of 256 as compared to the District's mean scale score of 272 and the State's mean scale scores of 291. Eighth grade students are performing 16 points below the District's mean scale score and 35 points below the State mean scale score. The 2005 disaggregated data by strands, reflects the greatest weakness in physical and chemical and the earth and space strands.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a school site created pre and post test to monitor student achievement	Science department head, science department, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Model lessons on concept mapping and vocabulary links for teachers	Assistant principal of curriculum and teachers	8/8/2005	5/24/2006
Breakdown the curriculum map by benchmark and skills into semester and weekly lessons	Assistant principal of curriculum and science department	8/8/2005	5/24/2006
All teachers will incorporate science into classroom discussions	Teachers	8/8/2005	5/24/2006
Integrate technology into science instruction utilizing programs such as Riverdeep and FCAT Explorer	Assistant principal of curriculum and science department	8/8/2005	5/24/2006
Implement school-wide benchmark focus bi-weekly on a particular science strand	Principal, assistant principal of curriculum and science department	8/8/2005	5/24/2006
Implement inclusion model for ESE students grade 6, 7 and 8	ESE department chair, ESE inclusion, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Correlate concept maps and vocabulary links to enhance comprehension of the concept necessary for the FCAT	Assistant principal of curriculum and teachers	8/8/2005	5/24/2006
Continue to identify through student assessment and academic classroom performance high achieving students for placement in advanced academics	Assistant principal of curriculum, counselor and teacher	8/8/2005	5/24/2006
Implement weekly science lab activities to monitor students comprehension of concepts	Science department	8/8/2005	5/24/2006
Provide a family science night for the science fair to allow students to display their innovative experiments	Science facilitator	8/8/2005	5/24/2006
Create and administer FCAT formatted exams	Assistant principal of curriculum and	8/8/2005	5/24/2006

	science department		
Integrate mathematics, science and technology by using graphing calculators and probeware into instruction	Mathematics and science teachers	8/8/2005	5/24/2006

Research-Based Programs

The primary research-based program being utilized at Arthur & Polly Mays Middle Community School is the Glencoe science series for sixth, seventh, and eighth grades.

Additionally, the use of Universal Design for Learning / Assertive Technology Riverdeep will be utilized to enhance student performance.

Professional Development

Professional development for science teachers will be provided through a number of resources. Weekly department meetings will provide opportunity for content teachers to discuss best practices and other strategies that will elevate student achievement on the FCAT Science Test. Additionally, reading coaches will offer inservices, modeling, and coaching to science teachers on the most effective ways to incorporate reading strategies, including CRISS, Differentiated Instruction and curriculum mapping into their lessons.

Selected teachers are involved in vertical team training with Miami Southridge Senior High School.

Teachers will be trained on the scientific method and completing a science project.

Selected teachers will be trained in Technology For All Students (TFAST), integration of math, science and technology applications.

Evaluation

All student assessments will be monitored through student folders as well as through pre and post tests that will be collected. All science teachers will access Web Student Performance Indications (WSPI) to determine areas of strength and weakness in reading and mathematics, fundamental to science comprehension. Samples of student writing will be maintained throughout the nine-week period to analyze and evaluate the process of synthesizing science information. The 2006 FCAT will be utilized to determine growth and for the formulation of a needs assessment for the 2006-2007 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

An analysis of data compiled from Title I rosters, EESAC rosters, magnet parent council rosters, and volunteer logs indicated that parental involvement needs to be addressed at Arthur & Polly Mays Middle Community School for the 2005 – 2006 school year. Additional effort must be made to recruit parents for the PTSA, EESAC and magnet parent council. Base line data will be established to measure the goals set forth in this objective.

Measurable Objective

During the 2005-2006 school year, parental involvement will increase by ten percent as compared to 2004-2005 as evidenced by attendance records from EESAC rosters, Title I parent conference sign-in sheets, magnet parent council roster, volunteer logs and membership in the PTSA.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Employ the assistance of student services personnel to assist in home communication and to provide parents with information regarding student progress	Counselors, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Invite parents to attend monthly EESAC meetings to encourage additional parental involvement	EESAC chair, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Provide workshops for parents in their home language targeting FCAT and reading strategies to use at home	Principal, assistant principal of curriculum, counselors and ESOL teacher	8/8/2005	5/24/2006
Hold a parent-teacher-student association (PTSA) drive to increase parent participation	PTSA president, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Increase parental involvement by providing parents with information on the Parent Academy, an initiative provided by District	Principal, assistant principal of curriculum, teachers, counselors and community involvement specialist	8/8/2005	5/24/2006
Hold six magnet parent council meetings to increase parent participation in magnet planning issues	Magnet lead teacher, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Invite parents to attend all school related assemblies and magnet performances throughout the school year showcasing student talent	Teachers, assistant principal of curriculum, principal and community involvement specialist	8/8/2005	5/24/2006

Research-Based Programs

National standards for PTSA

Professional Development

N/A

Evaluation

Parent involvement will be evaluated using Title I workshop attendance rosters, PTSA membership and attendance rosters, EESAC rosters, Title I parent conference sign-in sheets, magnet parent council rosters, and volunteer logs.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

The school will provide programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Suspension data compiled from the 2004 – 2005 student case management system indicated a need for alternative strategies to be implemented for the 2005 – 2006 school year to decrease the number of outdoor suspensions, (592) by 10 percent.

Outdoor suspension, Saturday school, and work detail have been utilized as disciplinary actions for students not complying with MDCPS Student Code of Conduct.

Measurable Objective

Given the school-wide initiative to foster an atmosphere of discipline and safety the school's overall outdoor suspension rate will decrease by 10 percent for the 2005 - 2006 school year when compared to data from MDCPS suspension report for 2004 - 2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create faculty based discipline committee	Principal, assistant principals and teachers	8/8/2005	5/24/2006
Utilize parent-teacher conferences on Fridays	Principal, assistant principals and teachers	8/8/2005	5/24/2006
Utilize community involvement specialist for home visits	Community involvement specialist	8/8/2005	5/24/2006
Use EESAC committee to involve parents and monetarily contribute to incentive programs	EESAC members	8/8/2005	5/24/2006
Institute SCSI to decrease outdoor suspension rate	Principal	8/8/2005	5/24/2006
Implement a mandatory school uniform policy	Principal, assistant principals and teachers	8/8/2005	5/24/2006
Provide student incentives for positive behavior and conduct	Principal, assistant principals and teachers	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Create learning communities dealing with classroom management, referral writing and positive parent conferences

Workshops and informational meetings about classroom management

PGT meetings to help new teachers with discipline-classroom management.

Evaluation

The success of these objective will be assessed using the following:

The 2005 - 2006 suspension rate data from MDCPS

The 2005 - 2006 SCSI attendance log

Community involvement specialist visitation logs

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:

Arthur & Polly Mays Middle will utilize technology to facilitate assessment of student academic performance.

Needs Assessment

Miami-Dade County is implementing a District wide implementation for all schools to be utilizing the Pinnacle Electronic gradebook program. This program allows for teachers, students, and parent interaction through a web-based program. With 100 percent usage of this program, the school site will encourage parent involvement and notification of student performance as well as provide for a more efficient method of record keeping.

Measurable Objective

Given the school-wide initiative of educational technology, teachers will incorporate the utilization of the electronic Districts Web Based gradebook as evidenced by 100 percent of teacher participation at the end of 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Facilitate monthly gradebook trainings for all faculty	Principal and Gradebook Administrators	8/8/2005	5/24/2006
Communicate through electronic e-mail directions and processes required for proper usage of gradebook	Principal and Gradebook Administrators	8/8/2005	5/24/2006
Monitor teacher usage to ensure timely deadlines and reporting of grades	Principal and Gradebook Administrators	8/8/2005	5/24/2006
Facilitate parent access through Parent Internet Viewer	Principal and Gradebook Administrators	8/8/2005	5/24/2006
Facilitate printing of school-wide Interim Progress reports based on the gradebook program	Principal and Gradebook Administrators	8/8/2005	5/24/2006

Research-Based Programs

Professional Development

Monthly gradebook training for all new teachers

Periodic electronic e-mail reports and updates

Evaluation

2005-2006 Gradebook Manager Report

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Overall student health and fitness at Arthur & Polly Mays Middle Community School will align with District goals.

Needs Assessment

National statistics indicate that 30% of today’s teenagers are overweight. It is estimated that the average teenager spends four hours daily in sedentary occupations such as watching television, playing video games and surfing the internet as compared to 15 minutes daily in physical activities.

Results from the 2004 -2005 administration of the MDCPS fitness test indicated that 49% of the students in grade six through eight did achieve minimal fitness requirements.

Measurable Objective

Given instruction using the Sunshine State Standards students in grades six through eight will improve their physical fitness as evidenced by a three percent increase on the 2006 administration of the Miami-Dade County Public Schools Physical Fitness Test; as compared to data from the 2004 – 2005 MDCPS Physical Fitness Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with incentives i.e. certificates for increasing their physical fitness level according to post physical fitness tests	Physical education teachers, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Provide fitness related activities that emphasize cardiovascular and muscular strength and endurance, as well as speed, agility and flexibility and monitor activities via the physical education teacher's lesson plans	Physical education teachers and assistant principal	8/8/2005	5/24/2006
Utilize the life skills educational program to help students develop a sense of fair play and team spirit designed to promote student participation in school sports activities	Physical education teachers and counselors	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Data analysis and District physical education workshops.

Evaluation

The evaluation will be the M-DCPS Physical Fitness Test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Increase student enrollment and participation in the arts.

Needs Assessment

Based on magnet enrollment from the 2004 – 2005 school year, data reveals a decrease in the number of students attending the magnet program. This is in part because the program lacks a viable recruitment zone. Additionally, other magnet programs and charter schools have recruited magnet candidates, negatively impacting enrollment at Arthur & Polly Mays Middle.

Additional strategies must be implemented to improve enrollment from transportation zones rather than from feeder pattern schools.

Measurable Objective

Increase magnet enrollment in the visual and performing arts by 10% when compared to enrollment data from the 2004 – 2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase visibility through recruitment performances at the school site and within the community	Magnet lead teacher, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Provide arts teachers with professional development activities to enhance knowledge within each strand	Magnet lead teacher, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Participate in District and State assessments to increase quality and standards	Magnet lead teacher, assistant principal of curriculum and principal	08/12/2005	05/24/2006
Provide a more flexible audition schedule to accommodate working parents	Magnet lead teacher, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Increase parental involvement within the booster clubs and Magnet Parent Council	Magnet lead teacher, assistant principal of curriculum and principal	8/8/2005	5/24/2006
Work with transportation department to increase or realign recruitment zones	Magnet lead teacher, assistant principal of curriculum and principal	8/8/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

Magnet teachers will participate in District and state workshops and events in drama, dance, music, and broadcasting.

Weekly department meetings to develop interdisciplinary units.

The magnet lead teacher will attend visual and performing arts District meetings and disseminate pertinent data to magnet department.

Magnet faculty will perform or exhibit within their own discipline to raise the level of professionalism within department.

Evaluation

Progress on this goal will be assessed by comparing enrollment data from the 2004 – 2005 school year to enrollment data from the 2005- 2006 school year.

M-DCPS recruitment zone report.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Arthur & Polly Mays Middle Community School will rank on or above the 32nd percentile state wide in the Return On Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003 Arthur & Polly Mays Middle School ranked at the 27th percentile on the State of Florida Return On Investment index.

Measurable Objective

Arthur & Polly Mays Middle Community School will improve its ranking on the State of Florida Return On Investment index publication from the 27th percentile in 2003 to the 32nd 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 resource in relation to school programs	Principal and EESAC	10/3/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks	Principal and EESAC	10/10/2005	5/24/2006
Collaborate with the district on resource allocation	Principal	10/10/2005	5/24/2006
Consider shared use of facilities partnering with community agencies	Principal	10/10/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida Return On Investment index publication, Arthur & Polly Mays Middle School will show progress toward reaching the 37th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC recommended, reviewed and participated in the development of the budget for the 2005 - 2006 school year.

Training:

The EESAC recognizes its role in supporting the development for professional growth regarding school improvement goals and initiatives and in promoting a collegial climate as enabling tools for continuous school improvement.

Instructional Materials:

The EESAC supports continued efforts to focus school instructional materials on SPEP goals and state/district standards.

Technology:

The EESAC supports the existing technology infrastructure school-wide. They also recommended teachers pursue grant opportunities involving technology.

Staffing:

The EESAC recommended that school volunteers should be utilized within the classroom.

Student Support Services:

The EESAC recommends that the Title I community involvement specialist continues to provide assistance to parents in need. In addition, EESAC recommends that the student services department provide more individualized counseling.

Other Matters of Resource Allocation:

The EESAC recommended, reviewed, and participated in the allocation of funding for various resources used by the school.

Benchmarking:

The EESAC will review student performance data as a baseline for assessing progress throughout the year.

School Safety & Discipline:

The EESAC committee was instrumental in disseminating information on the school-wide uniform policy to parents and assisted in identifying parents that needed support in purchasing uniforms. Additionally, the EESAC committee discussed and supported the schools request for a SCSi program.

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