
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6441 - Howard D. McMillan Middle School

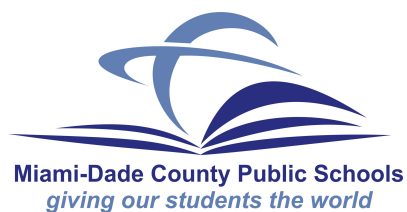
FeederPattern: G. Holmes Braddock Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Winston Whyte

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Howard D. McMillan Middle School

Howard D. McMillan Middle School was built in 1976, on 22.56 acres and is located in a residential community of Southwest Kendall. McMilian is a subunit of Miami-Dade County Public School System which is the fourth largest school system in the nation. It is a public school, which provides educational opportunities for students in grades six, seven, and eight. Although the original facility capacity was intended for a capacity of 1,144, the current enrollment is approximately 1,336 students with an ethnic/racial make-up of 90% Hispanic, 6% White, 2% African American and 2% Other. Currently, there is a state-of-the-art 21-classroom addition located on the south side of the main facility. The physical plant has six main entrances.

Classrooms have been identified as designated science rooms, resource rooms, computer labs, media center, cafeteria, art, music, and physical education facilities due to specific room/program requirements. In addition, there is also a Community School on site, which offers enrichment and evening classes serving the school's community. The faculty and parents, along with the Educational Excellence School Advisory Committee, work together to ensure that this school is "...a place where every child matters...."

Given instruction based on the Sunshine State Standards/Competency-Based Curriculum, there will be an increase of 2% in the percent of students in grades six through eight scoring at level 3 or higher on the 2006 administered FCAT Reading test, as compared to 55% meeting those standards in the 2005 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards/Competency-Based Curriculum, 44% of Limited English Proficient (LEP) students in grades six through eight will score at level 3 or above on the 2006 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards/Competency-Based Curriculum, there will be an increase of 2% in the percent of students in grades six through eight scoring at level 3 or higher on the 2006 administered FCAT Mathematics test, as compared to 61% meeting those standards in the 2005 administered FCAT.

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, there will be a 2% increase in the percent students in eighth grade reaching the state required mastery level of 4.0 or higher on the 2006 administration of the FCAT Writing Plus test, as compared to 77% meeting high standards in the 2005 administered FCAT Writing Plus test.

Given instruction using Sunshine State Standards/Competency-Based Curriculum, students in grade eight will improve their science skills as evidenced by an increase of 2 mean scale points on the 2006 FCAT Science test, as compared to the 2004-05 mean scale score of 295.

Given the need to increase parental participation in school activities, there will be a 2% increase in parental involvement based on the parent sign-in sheets collected during the 2005-06 school year, as compared to the 2004-05 school year sign-in sheets reflecting 793 parent signatures.

Given the need to increase positive student behavior, there will be a 2% decrease in the number of outdoor suspensions as compared to the 203 outdoor suspensions documented for the 2004-05 school year as documented by the case management referral system.

In order to supplement instruction, the use of technology will increase by 2% as evidenced by daily computer logs, as compared to the 2004-05 school year reflecting 146 days of computer lab usage.

Using the FITNESSGRAM program, increase by 2% the percent of award winners of FITNESSGRAM of those students in grades six through eight who are currently enrolled in Physical Education and dance classes will increase the of Award Winners as compared to the 46% award winners in 2004-05.

To increase the number of students enrolled in elective courses by 2% in order to better represent the cultural enrichment needs of our school as compared to 20.8% of the student enrollment in elective courses during the 2004-05 school year.

Howard D. McMillan Middle School will improve its ranking of the State of Florida Return of Investment (ROI) index publication from the 92 percentile in 2003 to the 94 percentile on the next publication of the index.

The surrounding community includes single-family homes, townhouses, and rental units. The socioeconomic level of the community is that of a middle class community. Forty-nine percent of the students receive free lunch and 17% are on the Reduced Lunch Program. Approximately 61% of our student population is new to Miami-Dade County Public Schools with a mobility index of 16%. Student percent of daily attendance is on an average 95.3% with approximately 5.7% of the student population grades six through eight not promoted.

There are 78 classroom teachers, one principal, four assistant principals, four counselors, a media specialist, a computer specialist, nine full-time secretaries, six full-time security monitors, ten full-time custodians, and four paraprofessionals. Approximately 45% of our classroom teachers hold advanced degrees. The average years of teaching service in the state of Florida is nine years. In addition, there are nine beginning teachers new to the career field. Currently, three teachers are seeking the National Board Certification through the National Board of Professional Teaching Standards (NBPTS). Some of the non-instructional staff is currently enrolled in courses to enhance their personal and professional growth. We are a diverse staff and staffing needs are determined based on the school's staffing allocations, and positions are filled based on district procedures for hiring.

Class length is 51 minutes, with a two hour block for 30-minutes of Sustained Silent Reading (SSR), lunch and character building advisement activities. Sunshine State Standards (SSS) are used and correlated with the district's Competency-Based Curriculum (CBC) to ensure compliance of instructional program guidelines. Instructional requirements are determined by the FDOE and district guidelines. The school is required to offer three years of English, mathematics, science and social studies. Furthermore, students who have not received a score of level 1 or level 2 on the Florida Assessment Comprehension Test (FCAT) are given the opportunity to select two elective courses, for a total of six classes at each grade level. Instructional programs are determined based upon student needs through implementation of the following programs:

- English for Speakers of Other Languages (ESOL)
- Spanish as a Second Language
- Exceptional Student Education (ESE)

Two areas for improvement based on the results of the Organizational Performance Improvement Snapshot survey tool are: Business Results and Strategic Planning. Workshops will be provided on school financing and master scheduling in order for curriculum leaders and departments to have a greater awareness and understanding of the overall functioning of the facility. In addition, long-term action plans will be developed departmentally in order to measure the school's academic challenges and allowing teacher input in the development of the plan. Furthermore, periodic staff surveys will be distributed in order to develop a means for assessing teacher concerns and allowing an opportunity to self-assess, using the Continuous Improvement Model further embarking on the Governor's Sterling Award.

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.

Howard D. McMillan Middle School

VISION

Our school will provide a safe, caring, and enjoyable environment where students will become independent, productive, compassionate and responsible citizens in a global society.

MISSION

Howard D. McMillan Middle School will provide high educational standards by addressing the unique needs of all students of our multicultural community. The school will collaboratively use data to promote and motivate students in an intellectually and technologically rich environment where they are prepared to meet the challenges of the future. In addition, the school will endeavor to foster a stronger involvement with parents and the community.

CORE VALUES

Howard D. McMillan Middle School will uphold integrity, honesty, respect, perseverance, fairness and other characteristics of civility which provide the foundation for respectful human interactions.

School Demographics

Howard D. McMillan Middle School is located on 22.56 acres in a residential community of Southwest Kendall. This comprehensive middle school provides educational opportunities for students in grades six, seven, and eight. The school houses approximately 1,336 students with an ethnic/racial makeup of 90% Hispanic, 6% White Non-Hispanic, 2% African American, and 2% Asian/Indian/Multiracial. Howard D. McMillan Middle School has a community school program and is the first secondary school known as a Model School for Inclusion. The faculty and parents, along with the Educational Excellence School Advisory Council (EESAC), work together to ensure that our school is ...a place where every child matters.

Howard D. McMillan Middle School is noted as a Model School for Inclusionary Practices with 12 Special Education teachers serving students with varying exceptionalities in the regular classroom setting. Our school also received the Governor's Sterling Challenge Award in the 2004-05 school year and is going to be pursuing the Governor's Sterling Award. Furthermore, our Principal, Dr. Winston A. Whyte, is one of five finalists in the state of Florida recognized for the Leonard Miller Leadership Award and was a regional finalist for Principal of the Year during the 2004-05 school year. In addition, this year our school was also awarded \$887,000 in QZAB funds allocated to enhance our technology program. Our school was also one of the first schools to pilot the Excelsior Grade book Program and has been using an electronic grade book for the past four years.

There are 78 classroom teachers, one principal, four assistant principals, four counselors, a media specialist, a computer specialist, eight full time secretaries, six security monitors, and ten full-time custodians, three paraprofessionals. Approximately 45% of our classroom teachers hold advanced degrees. The average years of teaching service in the state of Florida is nine years. In addition, there are twelve beginning teachers new to the career field. Currently, three teachers are seeking the National Board Certification through the National Board of Professional Teaching Standards (NBPTS). Some of the non-instructional staff is currently enrolled in courses to enhance their personal and professional growth. We are a diverse staff and staffing needs are determined based on the school's staffing allocations, and positions are filled based on district procedures for hiring.

School Foundation

Leadership:

It is the philosophy of the administrative team at Howard D. McMillan Middle School (HDMMS) that our school is... “a place where every child matters.”

The administrative team and staff collaboratively establish the school’s mission/vision and core values in order to ensure that “every child matters.” Once this has been developed, the stakeholders have a focus and direction that they will have agreed is the purpose of our educational institution. The School Improvement Plan (SIP) also guides our school’s instructional programs and serves the administrative team as a mechanism for creating an action plan that is relevant to our students’ needs and the community in which it serves. Based upon the Needs Assessment Survey, out of 139 responses, the majority of our teachers indicated that they were aware of leadership design of the school, the vision and mission scoring an average of 4.2 out of a possible 5 points.

The administrative team meets on a daily basis and uses the Plan-Do-Study-Act Continuous Improvement Model (PDSA) as a means of continuously self-assessing the total school functioning, programs, and the SIP. Departmentalized scope and sequences are developed to identify specific program needs and student expectations. The administrative team realizes that setting organizational direction and aligning curriculum and team leaders with their respective groups helps to build a vehicle for establishing common goals and performance expectations. Curriculum and team leaders are selected annually, or as needed, and serve as liaisons to the administration, as well as to their respective departments and grade levels. They have regularly scheduled meetings with the administrative team. These leaders are responsible for disseminating information to their team members, ensuring that performance expectations are openly communicated, as well as monitoring that the mission/vision/core values are upheld. This allows for continuous communication to flow in all directions. These leaders meet with their respective departments and grade level teams on a weekly basis. In addition, there are also regularly scheduled faculty meetings.

District Strategic Planning Alignment:

Strategic planning is conducted by the principal, administrative team and EESAC, by processing information from four different sources. The first source includes the School Climate Survey, attendance reports, School Advisory Council Report, and standardized test results. The results of the Strategic Planning Needs Assessment Survey indicates an overall average score of 4.0, indicating that staff clearly knows their roll in the strategic planning process and is allowed to grow professionally.

Second, our standardized test scores, such as the FCAT, are compared with the scores of nearby middle schools whose student populations are demographically similar to ours. This demographic similarity allows for an objective comparison since the chosen schools have very similar student profiles.

Third, the usage of various means of technology is assessed to determine their effectiveness in improving student achievement. Data from the Accelerated Reader (AR) Program is analyzed to assess student participation and reading comprehension learning gains. In addition, the Star Diagnostic Reading Test is a computer-based program used to track student reading comprehension gains at regular intervals throughout the school year. The Oral Fluency Reading Test is given quarterly to track intensive reading/reading plus student progress and the Diagnostice Assessment of Reading will be used as a diagnostic tool to further prescribe student instructional needs. The Plato Course Recovery software is an innovative approach, which is being utilized to enable low performing students to

learn skills which should have been mastered the year before. The entire instructional staff is fully functional in the usage of the Excelsior electronic grade book. This tool allows teachers, students and parents instantaneous access to students' academic progress on a daily basis.

Fourth, senior leaders are cognizant of the fact that budgetary expenditures have a direct influence on our product, student achievement. A concerted effort is made to direct expenditures to those areas that have the greatest impact on student achievement. Therefore, a significant allotment of the school budget is spent on hiring additional teachers to reduce the teacher/student ratio. Also, funds have been allocated for hiring FCAT tutors and purchasing supplemental FCAT preparation materials. In addition, technology is a major focus in budgetary expenditures, as well as money spent on teachers' professional development workshops. Finally, the EESAC receives annual allocations from the State of Florida, which it spends in support of the SIP goals.

Fifth, the administrative team is aware of the diverse community in which the school operates and has taken steps to address the needs of the community to improve student achievement. Parent workshops are being conducted in the areas of Reading, Writing, Math, Science, Student Safety, and Student Services.

Stakeholder Engagement:

HDMMS evaluates its information gathering process by measuring the customers' satisfaction and analyzing their needs and concerns. This process is driven by data analysis from the School Climate Survey, student critiques of teachers, and school-based teacher surveys. On the needs assessment survey staff indicated that they clearly knew what their mission was ranking a 4.2 average out of a possible 5 under the category of Leadership. Certainly, this is a direct correlation with student achievement.

Besides using surveys to gather information, HDMMS seeks the input of students and parents at PTSA and EESAC meetings. These committees meet on a monthly basis to voice their concerns and resolve issues that teachers, parents and students may have. Additionally, parents participate in our annual Back-to-School Night and learn about their child's teachers and the curriculum.

The lines of communication are always kept open at HDMMS by means of the open door policy that the administrative team has with the parents, students and the staff. Parent/teacher conferences are scheduled through our team meetings on an "as needed" basis. This is a great opportunity to voice any concerns between the teachers, the parents and the students. The school website is a very useful source of information that HDMMS also uses to communicate with its customers. HDMMS also posts advertisements in the Neighbors section of the Miami Herald, highlighting positive school accomplishments.

The School Climate Survey is an important diagnostic tool used to determine customer satisfaction. The survey is used to gather information from all school subsystems. This allows the administrative team to identify strengths and weaknesses in customer satisfaction, and to develop an effective action plan to address those needs.

School-based teacher critiques by students are given to gather feedback, which enables the teacher to assess their teaching style and implement more effective teaching strategies. This process allows the teacher to grow professionally and ultimately improve our product, student achievement.

In addition to the teachers, students voice their concerns through guidance counselors, members of the administrative team and school-based committees. Receiving feedback is a beneficial tool that only enhances the progress of the

school into a more positive direction. As a result, students look forward to attending school on a daily basis.

Furthermore, parents complete a School Climate Survey where the results indicated a need to implement a complaint tracking system. This recording process will enable us to efficiently address all parental concerns in a timely manner.

Faculty & Staff:

Our administrative team is one to promote teacher leadership and empowerment through researched-based programs, technology-based instruction, and change. For example, the administrative team encourages teacher sharing sessions (Teachers Teaching Teachers on Tuesdays: T4 days), conducting workshops on early release days and seeking teacher input for new projects. In addition, Professional Growth Teams (PGT's) are created for all beginning teachers. These PGT's provide mentoring and assist beginning teachers as needed. Beginning Teachers meet on a monthly basis and mini-inservices are provided in the areas of resource personnel, ESOL, ESE and classroom management techniques.

Our needs assessment survey indicated that our school scored an average score of 4.1 out of 5.0 on the Human Resource focus indicating that staff believes they can make a difference and they are recognize for their talents and skills.

Data/Information/Knowledge Management:

The main sources of the data are the reports generated by the state, the District and the Regional Center. These reports include the Florida Comprehensive Assessment Test (FCAT) results, the FCAT Norm Referenced Test (NRT), the annual report card (FSIR) and the Adequate Yearly Progress Report (AYP). These selected reports offer pertinent information for the administrative team to analyze and measure past and present performance, and to compare the action plans in place. In addition to the above mentioned, the team reviews the institutional data that includes the overall performance of each class every grading period, and the mid-term and final examination. The staff needs assessment indicates that the staff is able to review data and use it for decision-making purposes. The overall average score on the needs assessment survey of 4.3 indicates that teachers have had extensive training with data interpretation and are comfortable with its uses.

A yearly review of the FCAT scores and the school's report card is conducted to track the students' performance in order to adopt / adapt best practices. The increased number of reading classes, the Inclusion program at all grade levels, and the gifted program are all tailored to improve students' achievement and to meet the school's vision and goals. In addition, every teacher is given access to the Student Performance Indicator (SPI) site so that they can design their classroom instruction to best suit the individual needs of the students.

In the classroom, the teachers closely monitor the students' performance and provide assistance in helping them to meet grade level expectations. Students, who are performing below grade level, are also tracked and monitored by the Student Services Department who provide a biweekly progress report. This report facilitates communication between the school and the parents in order to better assist the students by providing corrective actions at an early stage. The analysis continues at the departmental and school level. The FCAT reports provide an analysis by specific strands according to the Sunshine State Standards. The areas where the students demonstrate very little mastery are used as key input for prioritizing our objectives. These targeted students have an individual plan, which is documented on an Academic Improvement Plan (AIP), and this document is reviewed every grading period. In addition, HDMMS has implemented the Inclusion Model at all grade levels in the core subjects for the past three

years.

Education Design:

Classroom instruction is delivered in 51 minute class periods. The third period of each day includes a two hour block, in which students participate in Sustained Silent Reading (SSR) and character building advisement activities. During this extended class time, students also attend a 30 minute lunch session. Sunshine State Standards (SSS) are adhered to and correlated with the District's Competency Based Curriculum (CBC) to ensure compliance with instructional program guidelines. Instructional requirements are determined by the FDOE and District guidelines. The school is required to offer three years of English, mathematics, science and social studies. Furthermore, students who have earned a score of three or higher on the Florida Comprehensive Assessment Test (FCAT) are given the opportunity to select two elective courses in addition to their core courses of Language Arts, Mathematics, Social Studies, and Science. Ever cognizant of student needs, instructional programs are designed and implemented in the following programs:

- English for Speakers of Other Languages (ESOL)
- Spanish as a Second Language
- Home Language Assistance Program
- Exceptional Student Education (ESE)
- Advanced Academics
- Gifted Programs
- Speech and Language Services
- Physical/Occupational Therapy
- Counseling
- Technology Labs

HDMMS is proud to be the first secondary school with a fully implemented Inclusion Program at all grade levels. There are currently twelve inclusion teachers team-teaching in the core subject areas, which complies with Individual Educational Plan (IEP) requirements, and further serves to reduce the teacher-pupil ratio. All students are academically placed into programs, which meet their scholastic needs. Mainstream teachers collaborate with special program teachers on a regular basis to ensure their students' academic success. The results of the needs assessment survey indicate an average score of 4.0 in the areas of Strategic Planning and Process Management. This reflects that staff is acknowledged in the decision-making process as the school designs curricular activities to enhance academic achievement.

Performance Results:

Attributing factors that have negatively impacted our currently existing test scores are our daily student attendance rate, and the number of students suspended. Our inclusion program has aided our Students with Disabilities(SWD) by providing an appropriate educational program based on student needs and abilities. The results of the needs assessment survey indicates an average score of 4.0 for Strategic Planning and that the Continuous Improvement Model is utilized as an on-going tool to review program needs. Curriculum is then aligned according to data-driven test results to determine appropriate interventions.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Given reading instruction, students will improve the necessary skills to increase their reading proficiency to meet state and federal standards in reading.

Needs Assessment

An assessment of data indicates that 45% of our overall student population in grades six through eight scored at levels 1 or 2 in reading leaving 55% scoring at a level 3 or above. This data indicates that less than 50% of our student population, to include LEP and SWD students, are not reading at high standards. Although this is a one percent gain as compared to the 2004 administered FCAT reading test, various strategies will be implemented to monitor progress regularly.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards/Competency-Based Curriculum, there will be an increase of 2% in the percent of students in grades six through eight scoring at level 3 or higher on the 2006 administered FCAT Reading test, as compared to 55% meeting those standards in the 2005 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards/Competency-Based Curriculum, 44% of Limited English Proficient (LEP) students in grades six through eight will score at level 3 or above on the 2006 administered FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide career investigations and use current events to reinforce reading strategies.	Elective Program Teachers	8/8/05	5/24/06
Align curriculum among grade levels and horizontally using the grade level scope and sequences and data-driven assessment to create action plans.	Language Arts Teachers Reading Teachers Curriculum Leaders Media Specialist	8/8/05	5/24/06
Create after school tutorial program to target students with FCAT 1 and 2 scores using data-driven instruction reflected from departmental action plans and supporting the program using Success Maker, Read 180, and Prentice Hall/Glencoe FCAT resources.	Language Arts Teachers Reading Teachers Assistant Principal for Curriculum	8/8/05	5/24/06
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their students while assessing their departmental action plans.	Language Arts Teachers	8/8/05	5/24/06
Implement the Comprehensive Research-Based Reading Plan including the creation of intensive reading and reading "plus" classes that will assist students reading below grade level while monitoring the plan with district and school generated assessments.	Language Arts Teachers Reading Teachers Media Specialist	8/8/05	5/24/06
Use note-taking techniques and graphic organizers to enforce reading skills and CRISS strategies.	Social Studies Teachers	8/8/05	5/24/06
Identify LEP students who will receive mandatory reading classes using ESOL strategies and will be	Assistant Principal for Curriculum ESOL Teachers	8/8/05	5/24/06

able to attend after school tutoring and state evaluation.			
Identify students as SWD will be enrolled in inclusion classes that will allow them to receive grade level instruction as well as the additional assistance from an ESE instructor.	Assistant Principal of Curriculum Program Specialist	8/8/05	5/24/06
Use technology-based programs such as read 180, Success Maker, Accelerated Reading, Riverdeep, FCAT Explorer, PLATO, and internet research to aid students in meeting high standards.	Language Arts Teachers Reading Teachers Media Specialist Reading Technology Teacher	8/8/05	5/24/06

Research-Based Programs

STAR PROBE, Prentice Hall Literature Text, Read 180, Success Maker, Prentice Hall Writing and Grammar, Glencoe Writer's Choice, Gates-MacGinitie, 5+3+ii+iii Teaching Model, Continuous Improvement Model, Oral Reading Proficiency Test, and Diagnostic Assessment of Reading (DAR).

Professional Development

Provide professional development that will include CRISS strategies, reading activities used across all content areas, Read 180, Success Maker, and reciprocal teaching.

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Given mathematics instruction, students will improve the necessary skills to increase their mathematics application and computation skills to meet state and federal standards in mathematics.

Needs Assessment

An assessment of data indicates that 39% of our overall student population in grades six through eight scored at levels 1 or 2 in mathematics leaving 61% scoring at a level 3 or above. This data indicates that continuing progress has been made within the mathematics department and that there was a four point gain as compared to the 2004 mathematics administration.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards/Competency-Based Curriculum, there will be an increase of 2% in the percent of students in grades six through eight scoring at level 3 or higher on the 2006 administered FCAT Mathematics test, as compared to 61% meeting those standards in the 2005 administered FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Align curriculum among grade levels and horizontally using the grade level scope and sequences and data-driven assessment.	Mathematics Teachers Curriculum Leader	8/8/05	5/24/06
Use the PLATO lab for tutorial services and for course recovery classes.	Tutorial Teachers Plato Lab Teacher	8/8/05	5/24/06
Monitor and place students in danger of failing on weekly progress reports while maintaining parental contact to include SWD and LEP students.	Student Services	8/8/05	5/24/06
Assess students using the District Interim Assessments.	Mathematics Teachers Curriculum Leader	8/8/05	5/24/06
Infuse technology to enhance curricula used in the classroom such as: FCAT Explorer, Riverdeep.	Mathematics Teachers Math Technology Teacher	8/8/05	5/24/06
Use manipulatives to reinforce areas of need as evident in daily lesson planning.	Mathematics Teachers	8/8/05	5/24/06
Conduct an FCAT Mathematics workshop for parents to provide information on how to help their child improve in mathematics while maintaining parent sign-in sheets.	Mathematics Teachers Curriculum Leader	8/8/05	5/24/06
Interpret graphs, maps and charts to reinforce mathematics skills as evident in teacher lesson planning.	Social Studies Teachers	8/8/05	5/24/06
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their students while assessing their departmental action plans.	Mathematics Teachers	8/8/05	5/24/06
Create after school tutorial program to target students with FCAT 1 and 2 scores using data-driven instruction reflected from departmental action plans and supporting the program using	Mathematics Teachers Assistant Principal for Curriculum	8/8/05	5/24/06

Success Maker, Read 180, Glencoe FCAT resources and evaluate regularly.	
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Research-Based Programs

Glencoe Mathematics Applications and Concepts Courses 1 and 2, Pre-Algebra, and Algebra I, the Continuous Improvement Model

Professional Development

Provide professional development that will include CRISS strategies, the use of graphing calculators, and reciprocal teaching

Evaluation

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

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students will increase their writing scores and meet state and federal standards in writing.

Needs Assessment

In reviewing the trends of our school's writing scores, for the past four school years the data reflects a decline in our eighth grade students' meeting high standards. In order to improve writing scores, a series of intervention strategies must be implemented along with professional development for teachers. Even though the criteria for maintaining high standards has risen, it is quite apparent that our methods of teaching writing skills must change.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards/Competency-Based Curriculum, there will be a 2% increase in the percent students in eighth grade reaching the state required mastery level of 4.0 or higher on the 2006 administration of the FCAT Writing Plus test, as compared to 77% meeting high standards in the 2005 administered FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a 6-8 writing plan that enforces the necessary skills and provides for program continuity.	Language Arts Teachers Curriculum Leader Assistant Principal for Curriculum	8/8/05	5/24/06
Use team teaching, to vary instructional techniques when teaching FCAT writing strategies.	Language Arts Teachers	8/8/05	5/24/05
Use peer editing when reviewing student writing samples as evident in daily lesson planning.	Language Arts Teachers	8/8/05	5/24/06
Conduct an FCAT Writing workshop for parents to provide information on how to help their child improve in writing as evident by parent sign-in sheets.	Language Arts Teachers	8/8/05	5/24/06
Write essays to include scoring on a 6-point rubric scale as evident in lesson planning.	Social Studies Teachers	8/8/05	5/24/06
Develop a monthly writing theme based on core values as evident in lesson planning.	Elective Teachers	8/8/05	5/24/06
Use literature to generate topics for writing assignments as evident in lesson planning.	Language Arts Teachers	8/8/05	5/24/05
Develop two weekly writing events which will include all social studies and science classes that will include a 6-point rubric scoring system.	Social Studies Teachers Science Teachers Elective Teachers	8/8/05	5/24/06
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their students while assessing their departmental action plans.	Language Arts Teachers	8/8/2005	5/24/2006

Research-Based Programs

Prentice Hall Writing and Grammar, Glencoe Writer's Choice, the Continuous Improvement Model

Professional Development

Provide professional development that will include CRISS strategies, writing across the curriculum, creating a school wide writing plan, FCAT writing strategies, and sentence development.

Evaluation

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will increase their knowledge of science skills to meet state and federal standards in science.

Needs Assessment

An assessment of FCAT science data reveals that our students scored a scale score of 295 which is currently 23 scale points above the district and four scale points above the state scale score. The content area with the greatest potential for growth was Scientific Thinking.

Measurable Objective

Given instruction using Sunshine State Standards/Competency-Based Curriculum, students in grade eight will improve their science skills as evidence by an increase of 2 mean scale points on the 2006 FCAT Science test, as compared to the 2004-05 mean scale score of 295.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Interpret graphs and charts to enforce scientific methods.	Social Studies Teachers	8/8/05	5/24/06
Have students participate in a school wide science fair that will highlight the scientific method, data collection, and graphing.	Science Teachers	8/8/05	5/24/06
Have teachers use the county scope and sequence with minor adjustments to standardize curriculum among grade level classes in order to align state and national standards.	Science Teachers Curriculum Leader	8/8/05	5/24/06
Give teachers access to SPI so that they can individualize instruction to meet the needs of their students based on their 5th grade science scores.	Science Teachers	8/8/05	5/24/06
Assess students with school designed pre/post test.	Science Teachers	8/8/05	5/24/06
Implement science labs on a regular basis that coincide with the SSS/CBC standards as evident in lesson planning.	Science teachers	8/8/05	5/24/06
Simulate FCAT type science questions throughout the curriculum as evident in tests, quizzes.	Science Teachers	8/8/05	5/24/06
Monitor and place students in danger of failing on weekly progress reports while maintaining parental contact to include LEP and SWD students.	Student Services	8/8/05	5/24/06
Have students use technology to enhance science curriculum as evident in lesson planning.	Science Teachers	8/8/05	5/24/06
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their students while assessing their departmental action plans.	Science Teachers	8/8/2005	5/24/2006
Create and implement a data-driven action plans to address the tested benchmarks every 9-weeks using the Continuous Improvement Model.	Curriculum Leader Science Department	8/8/05	5/24/08

Research-Based Programs

Glencoe Science Voyage; Prentice Hall Animals; Prentice Hall Astronomy; Prentice Hall Chemical Building Blocks; Prentice Hall Environmental Science; Prentice Hall Cells and Heredity, Prentice Hall Chemical Interactions; Prentice Hall Earth's Changing Surface; Prentice Hall Inside Earth; Prentice Hall Motion, Force and Energy; Holt Modern Earth Science; Prentice Hall Weather and Climate; Prentice Hall Sound and Light; Prentice Hall Electricity and Magnetism; Prentice Hall Water; Prentice Hall Biology.

Professional Development

Provide professional development that will include CRISS strategies, writing across the curriculum, use of the scientific calculators, and Riverdeep.

Evaluation

The evaluation component will include the Science FCAT Test as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool. In addition, the school-made pre/post test will also be used as an in-house means of measuring student achievement.

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.)

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<input 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 5 STATEMENT:

Increase parental involvement in school related activities.

Needs Assessment

Recognizing that student achievement is directly linked to parental involvement, opportunities to provide parents with information on how to maximize their child's educational experience is essential. Parental involvement diminishes as students move from sixth to eighth grades.

Measurable Objective

Given the need to increase parental participation in school activities, there will be a 2% increase in parental involvement based on the parent sign-in sheets collected during the 2005-06 school year, as compared to the 2004-05 school year sign-in sheets reflecting 793 parent signatures.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor and place students in danger of failing on weekly progress reports while maintaining parental contact.	Student Services	8/8/05	5/24/06
Update the website to notify parents of events and student activities.	Media Specialist Assistant Principals	8/8/05	5/24/06
Monitor and communicate students' academic performance to parents.	Student Services Team Leaders	8/8/05	5/24/06
Provide positive student incentives that will involve parental participation such as: honor roll, student of the month, field trips.	Team Leaders Assistant Principals	8/8/05	5/24/06
Use student agendas to maintain parent contact and involvement.	All Teachers	8/8/05	5/24/06
Utilize the automated phone system and monthly student calendar to inform parents of events including information on the Parent Academy.	Assistant Principals	8/8/05	5/24/06
Host monthly parenting workshops to discuss topics such as FCAT, articulation, and other informative topics for middle school parents such as our school-based Parent Resource Center.	Curriculum Leaders Assistant Principals	8/8/05	5/24/06

Research-Based Programs

National Council of PTA for Parent/Family Inclusion, "What your child should know" web-site; District's School Climate Survey, No Child Left Behind U.S.; DOE "Helping your child become a better reader."

Professional Development

Train parents in the following areas to help support the implementation of the School Improvement Plan. Accessing and utilizing Parental viewer in the electronic grade book Pinnacle, the school webpage, accessing "What your child should know" website, and workshops on facilitating strategies for reading, writing, mathematics and science FCAT with their child.

Evaluation

This objective will be evaluated utilizing the results of the number of parents signing in during school activities.

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Decrease the number of outdoor suspensions at Howard D. McMillan Middle School.

Needs Assessment

Create a Progressive Discipline Plan that will encompass alternatives to suspension. Ensure that student expectations are communicated to students and develop target groups that will track student bullying, harrassment, mediation, and at-risk students. In addition, an accident log is created to record the nature and frequency of school related accidents ensuring that school safety concerns are dealt with appropriately and exeditiously. There is a need to monitor the number of outdoor suspensions and to create alternatives to suspension in order to reduce the schoolwide suspension rate.

Measurable Objective

Given the need to increase positive student behavior, there will be a 2% decrease in the number of outdoor suspensions as compared to the 203 outdoor suspensions documented for the 2004-05 school year as documented by the case management referral system.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Issuance of student/faculty/staff identification badges as well as visitors and volunteers.	Principal Assistant Principals	8/8/05	5/24/06
Provide a student orientation to discuss student expectations and the Code of Student Conduct.	Assistant Principals Student Services	8/8/05	5/24/06
Create a monthly reward system for students "doing the right thing."	Assistant Principal Team Leaders	8/8/05	5/24/06
Provide workshops and bullying/harassment prevention for parents as evident in parent sign-in sheets.	Student Services Assistant Principals TRUST Counselor	8/8/05	5/24/06
Schedule safety meeting with faculty and staff to include the Critical Incident Response Team.	Principal Assistant Principals Head and Lead Custodian Zone Mechanic	8/8/05	5/24/06
Establish a group/meet with those students who have been suspended for fighting and provide small group conflict mediation sessions.	Student Services TRUST Counselor	8/8/05	5/24/06
Visit classrooms to expand upon the Code of Student Conduct expectations and monitor those students identified as at risk by the district.	Student Services	8/8/05	5/24/06
Increase School Resource Officer visibility around the school grounds.	School Resource Officer	8/8/05	5/24/05
Identify students who will attend youth conferences on bullying.	Student Services TRUST Counselor	8/8/05	5/24/06

Research-Based Programs

Continuous Improvement Model, Multi-Intelligence Learning

Professional Development

Teachers will be trained on using the school wide Progressive Discipline Plan. Additionally, teachers in need of additional classroom management strategies will be asked to attend TEC workshops.

Evaluation

Given the cumulative data on the case management referral process, the number of outdoor suspensions will be tallied. In addition, use of student/teacher/staff identification badges will be reinforced on a regular basis to ensure a safe learning environment. Furthermore, records of the nature and frequency of school-based accidents will be monitored and corrective action will be implemented as necessary.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Purchase state-of-the art technology and to increase the use of technology at Howard D. McMillan Middle School for faculty, students, and parents.

Needs Assessment

In reviewing the School Technology and Readiness Survey (STAR) and school computer logs, it is evident that Howard D. McMillan Middle School needs to increase instructional technology support and student instruction with the use of technology.

Measurable Objective

In order to supplement instruction, the use of technology will increase by 2% as evidenced by daily computer logs, as compared to the 2004-05 school year reflecting 146 days of computer lab usage.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Media Specialist will create computer-based lessons for students.	Media Specialist	8/8/05	5/24/06
Incorporate technology through the intensive reading/mathematics classes.	Assistant Principal Reading/Math Technology Teachers	8/8/05	5/24/06
Increase the use of the school's website as evidenced by the computerized counter.	Media Specialist	8/8/05	5/24/06
Create a parental electronic e-mail distribution list to inform parents of upcoming events.	Assistant Principal	8/8/05	5/24/06
Enhance tutorial programs will be purchased and utilized in language arts, mathematics, science, and intensive reading/ mathematics classes.	Assistant Principal	8/8/05	5/24/06
Purchase software that is user friendly and reinforces the SSS/CBC.	Assistant Principals	8/8/05	5/24/06

Research-Based Programs

Success Maker, Student Performance Indicators (SPI) Data, Skills Tutor, Learning.com, Edusoft, Plato Learning, Reading 180.

Professional Development

Teachers will receive training with Success Maker, Skills Tutor, Promethian, Intelligence Classroom, Learning.com, Edusoft, graphing calculators, and excelsior gradebook.

Evaluation

The evaluation component will include the tally of the computer logs maintained throughout the school year as well as the schedule of computer-based lessons provided for students.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Increase the level of physical fitness and health awareness in our students.

Needs Assessment

In reviewing current data, it has been determined that more students need to participate in the FITNESSGRAM test. Currently, only 40% of our student population took the test during the 2004-05 school year and out of those participants, (46%) were award winners.

Measurable Objective

Using the FITNESSGRAM program, increase by 2% the percent of award winners of FITNESSGRAM of those students in grades six through eight who are currently enrolled in Physical Education and dance classes will increase the of Award Winners as compared to the 46% award winners in 2004-05.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Physical education students will be participating in the Miami Marathon sponsored by ING and Miami-Dade County Public Schools.	Physical Education Teachers	8/8/05	5/24/06
Implement the FITNESSGRAM program as part of the daily lesson plan.	Physical Education Teachers Dance Teacher	8/8/05	5/24/06
Performance wheel students while enrolled in dance, will be tested with the FITNESSGRAM program.	Dance Teacher	8/8/05	5/24/06
Have students participate in Stability Ball & Body Ball classes.	Physical Education Teachers Dance Teacher	8/8/05	5/24/06
Have students enrolled in both physical education and dance classes will be instructed in the use of pedometers.	Physical Education Teachers Dance Teacher	8/8/05	5/24/06
Dance classes will be tested using the FITNESSGRAM.	Dance Teacher	8/8/05	5/24/06

Research-Based Programs

Personal Fitness for You/Hunter Textbooks
 Powered by Pedometers/Walk 4 Life Inc.
 Physical Education for Progress Grant (PEP)

Professional Development

Professional development opportunities for Physical Education/Dance teachers relevant to fitness and health are provided throughout the year by the Division of Life Skills and Special Projects. The Curriculum Leader will attend a district FITNESSGRAM inservice on December 7, 2005.

Evaluation

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Provide students at Howard D. McMillan Middle School the opportunity to become culturally educated as a whole child. The school will enhance curricular offerings by providing areas of enrichment and interest.

Needs Assessment

After reviewing elective programs, it was determined that there is a greater need for advanced level elective courses and program continuity.

Measurable Objective

To increase the number of students enrolled in elective courses by 2% in order to better represent the cultural enrichment needs of our school as compared to 20.8% of the student enrollment in elective courses during the 2004-05 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the use of technology within elective department to enhance the curriculum.	Elective Teachers	8/8/05	5/24/06
Increase the number of performances and competitions within the elective department.	Elective Teachers	8/8/05	5/24/06
Increase the foreign language classes in French/Spanish to include high school credit courses.	Elective Curriculum Leader Foreign Language Teachers Assistant Principal for Curriculum	8/8/05	5/24/06
Initiate and increase the number of students in Jazz Band.	Band Teacher Elective Curriculum Leader Student Services Assistant Principal for Curriculum	8/8/05	5/24/06
Offer an after school tutorial program for students wanting to enhance reading and mathematics skills.	Tutorial Teachers	8/23/05	2/24/06
Implement thematic units and projects that involve other content areas.	Elective Teachers Curriculum Leaders	8/8/05	5/24/06
Identify band students at all grade levels to enroll in the band program.	Assistant Principal for Curriculum Band Teacher	8/8/05	5/24/06

Research-Based Programs

Continuous Improvement Model

Professional Development

Writing Across the Curriculum, CRISS Strategies, Articulation with feeder high schools to provide for program continuity with high school credit courses, multicultural activities.

Evaluation

The elective programs will be evaluated based on the number of students enrolled in the elective programs.

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Howard D. McMillan Middle School will rank at or above the 90 percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003-04, Howard D. McMillan Middle School ranked in the upper third of all middle schools in the state in the Return of Investment measure which is 85%.

Measurable Objective

Howard D. McMillan Middle School will improve its ranking of the State of Florida Return of Investment (ROI) index publication from the 92 percentile in 2003 to the 94 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the after school tutorial program to ensure regular student attendance.	Assistant Principal of Curriculum	8/8/05	5/24/06
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principals	8/8/05	5/24/06
Create student programs based on data-driven results.	Assistant Principals	8/8/05	5/24/06
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principals Curriculum Leaders Team Leaders	8/8/05	5/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. grants, private foundations, volunteer networks.	Principal Assistant Principals Curriculum Leaders Team Leaders	8/8/05	5/24/06
Collaborate with the district on resource allocation.	Principal Assistant Principals	8/8/05	5/24/06

Research-Based Programs

Department of Education Return on Investment Indicators

Professional Development

The administrative team and staff will receive additional training on supplemental funding sources such as grant writing and community partnerships.

Evaluation

On the next State of Florida ROI index publication, Howard D. McMillan Middle School will show progress toward reaching the 94 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:

EESAC has approved funds to sponsor the after school tutorial program, as well as professional development for departmental curriculum mapping in the areas of language arts and mathematics. In addition, they purchased the new auditorium lighting system and the Student Planners.

Training:

EESAC has provided training funds for departmental curriculum mapping opportunities. Some EESAC members have participated in School Improvement Planning workshops.

Instructional Materials:

During EESAC meetings, new items purchased are discussed and reviewed by the group as well as proposals from teachers requesting EESAC funds for supplemental materials. In addition, they have purchased social studies videos for classroom use.

Technology:

Q-ZAB purchases have been discussed with EESAC. The opportunity for questions was also afforded to all members of the group.

Staffing:

Staffing requirements are reviewed and shared with EESAC members.

Student Support Services:

Student Support Services are provided in the areas of tutoring, intensive reading and reading plus classes, counseling services, community school, before/after school care, enrichment programs, advanced academics, Inclusion, Student with Disabilities Program, Limited English Proficient Program, and parenting workshops.

Other Matters of Resource Allocation:

Snack items are being purchased out of EESAC funds for the after school tutorial program.

Benchmarking:

EESAC will oversee the targeted goals and objectives affiliated with the 2005-06 School Improvement Plan.

School Safety & Discipline:

A new Assertive Discipline Plan was developed and is currently being implemented by teachers and the administrative team. The Student Agenda also outlines school safety and discipline practices. Activities such as honor roll recognition, field trips, and awards assemblies help to recognize those students who have shown significant student achievement and behavior.

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