
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6481 - Miami Edison Middle School

FeederPattern: Miami Edison Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Dr. Onetha Gilliard

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Edison Middle School

Miami Edison Middle School is located in the inner city area of Miami-Dade County, just east of Interstate 95, in an area called "Little Haiti." The building was placed on the National Registry by the United States Department of Interior as a historical landmark on June 5, 1986. The immediate neighborhood is comprised of small shops and family operated restaurants. Our student population of grades six through eight is approximately 625, of which 83 percent are of Haitian descent, 15 percent African-American and two percent from Other. Although at least 75 percent of the Haitian students are American-born, more than half of the students enter school as non-English speakers. Many of the parents have little formal education. Ninety-six percent of our students qualify for free or reduced priced meals. Our school and neighborhood have a mobility rate of nearly 50 percent and the attendance rate is 92.74 percent. In addition, parental involvement is sporadic. Parents only attend meetings that pertain to their child. As the newly arrived immigrants in the community gain better economic stability, they often move out of the area.

In order to meet the needs of our students, we use a variety of assessments and program evaluation data to design effective strategies and activities that assist our students in the mastery of reading, writing, mathematics and science. Striving toward achievement of these goals will help all our students to be more successful in higher education and the workplace, as well as increase their potential for maximum fulfillment as adults.

Given instruction using the Sunshine State Standards (SSS) and FCAT Reading benchmarks, the number of students scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading assessment.

Given instruction using the Sunshine State Standards (SSS) and FCAT Reading benchmarks, the percentage of Black students tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS) and FCAT Reading benchmarks, the percentage of Hispanic students tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards and FCAT Reading benchmarks, the percentage of students on free and reduced lunch tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards and FCAT Reading benchmarks, the percentage of Limited English Proficiency (LEP) students tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS) and FCAT Reading benchmarks, the percentage of Students with Disabilities (SWD) tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), the percentage of the total students tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT mathematics test.

Given instructions using the Sunshine State Standards (SSS), the percentage of Black students tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics test.

Given instructions using the Sunshine State Standards (SSS), the percentage of Hispanic students tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics test.

Given instructions using the Sunshine State Standards (SSS), the percentage of students on free and reduced lunch tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics test.

Given instructions using the Sunshine State Standards (SSS), the percentage of Limited English Proficiency students tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics test.

Given instructions using the Sunshine State Standards (SSS), the percentage of Students with Disabilities tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics test.

Given instruction using the Sunshine State Standards (SSS) and FCAT Writing Test criteria for mastery, the percentage of total number of students tested scoring at 4.0 or above will increase to 90 percent or higher on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade eight at Miami Edison Middle School will demonstrate improvement in science as evidenced by the 2006 FCAT Science to meet or exceed the mean scale score.

At Miami Edison Middle School there are five interdisciplinary teams. Therefore, each team will recruit parents to volunteer and become active participants in their child's education. Each team will have at least two percent of parental involvement at Miami Edison Middle School as compared to last year's Community Involvement logs.

Given emphasis on a safe learning environment and the implementation of Student Teacher Progression, incidents and suspensions will decrease by five percent during the 2005-2006 school year when compared to 2004-2005.

Given an emphasis on the integration of technology into all content areas, all students will augment their computer usage in all content areas.

The award recipients at Miami Edison Middle School will demonstrate an increase of three percent as measured by the next FITNESSGRAM, compared to the previous year.

Given the 2004-2005 FCAT results were not where they should be, elective teachers will reinforce the skills students are lacking in reading and mathematics. Students will be assessed every three weeks using language arts and mathematics Sunshine State Standards as the framework. The data obtained will be analyzed and adjustment will be made as needed.

Given the 2004-2005 FCAT results were not where they should be, elective teachers will serve as reinforcers for the skills students are lacking in reading and mathematics. Students will be assessed every three weeks using language arts and mathematics Sunshine State Standards as the framework.

For the 2005-2006 academic year, Miami Edison Middle School will target Strategic Planning and Process Management.

By addressing these two concepts we will provide the means to achieve maximum proficiency levels for all of the community of learners. Our professional educators will work together to ensure success for all students. Miami Edison Middle School has Collaborative Leadership in place. Stakeholders will be actively involved in the decision making process. As such, team leaders, department chairpersons, EESAC and PTSA will work together to develop and monitor the areas above listed.

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.

Miami Edison Middle School

VISION

The vision of Miami Edison Middle School is to provide instruction that focuses on literacy, structured thinking skills, and technologically enriched learning experiences. The first goal is to provide a supportive, structured learning environment that prepares our community of learners for higher education and/or the workplace. The second goal is to expand the academic, social, and emotional development of each individual. The third goal is to actively engage the parents and the community in the educational process of the school. Ultimately, the staff and community of Miami Edison Middle School believe that all children can learn.

MISSION

The mission of Miami Edison Middle School and its community is to provide a safe and nurturing learning environment that provides quality educational experiences for all students. We utilize a variety of assessment and program evaluation data to design effective strategies and activities that assist our students in improving their mastery of reading, writing, mathematics, science, and academic excellence in all disciplines. The staff of Miami Edison Middle School is seeking to establish a culture wherein staff and parents work together to support, nurture, and acknowledge our children in their accomplishments. We accept these responsibilities and are confident that these strategies will assist us in helping our students achieve higher levels of academic performance.

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 educational success for all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Miami Edison Middle School, a Title I site, provides educational services to students in grades six through eight. Instruction is offered through standard curriculum utilizing a block schedule. The curriculum, the enhanced technology, student-teacher-progression program, teaming, and ongoing professional development activities are all combined to meet the challenging performance standards outlined by the Sunshine State Standards, and the No Child Left Behind Public Law 107-110.

Miami Edison Middle School is comprised of approximately 100 full and part time employees. There are 15 percent White, non-Hispanic, 63 percent Black, 18 percent Hispanic, and 3 percent Asian/American Indian.

Twenty-two percent of our teachers at Miami Edison Middle School have earned a master's degree, 9 percent with a specialist degree and 2 percent who have earned a doctorate degree. Approximately 13 percent of the instructional staff are beginning teachers. The pupil/teacher ratio is 20:1. The instructional staff years of teaching in Florida is 11 years. The overall average attendance for staff is 95 percent.

Approximately 17 percent of the students enrolled are in the Special Education (SPED). The SPED program includes instruction for the students who are Educable Mentally Handicapped (EMH), Severely Emotionally Disturbed (SED), Physically Impaired (PI), Speech Impaired (SI), Trainable Mentally Handicapped (TMH), Profoundly Mental Handicapped (PMH), Varying Exceptionalities (VE), and Gifted. All students in the SPED program, except for the TMH, PMH, and some PI participate in the inclusion model for their core subject instruction.

A school wide emphasis is placed on improving reading and mathematics skills through the utilization of such computerized programs such as Reading Plus and Read 180 as well as Cognitive Tutor and Bridges to Algebra. Our teachers meet weekly to analyze the results of our writing across the curriculum activities and to determine areas of concern that need to be addressed.

Furthermore, we implement the Comprehensive Reading Plan, CRISS strategies, and Reciprocal Teaching. These strategies are ongoing in all classes. In addition, the "Read and Feed Program" provides students, during homeroom, a nutritious breakfast in their classroom to start their academic day. The organizational structure of the school includes our Student Teacher Progression Program (STP). The process provides for a three-year teacher student relationship, sixth through eighth grades, with two teams per grade level. In addition to STP, the teaming process requires each interdisciplinary group to maintain 5000 points each nine weeks. Team members, who include the students, teachers, and parents, earn team points daily via attendance, wearing school uniforms, positive behavior and volunteering.

School Foundation

Leadership:

Miami Edison Middle School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups, including the Educational Excellence School Advisory Council. Professional and personal growth opportunities are encouraged for staff in order for them to make informed decisions. Miami Edison Middle School encourages new ideas and innovations as evidenced by the implementation of our school reform. The school Leadership Team, which is spearheading the process of curriculum reform, provides ongoing communication with all stakeholders to ensure that educational programs meet the specific needs of our students. Our students are provided with access to a mentoring system that addresses academic deficits, enhancement as well as behavioral issues. Miami Edison Middle School seeks to provide a variety of quality educational experiences for its students and provides all stakeholders with multiple opportunities for input.

According to the Organizational Performance Improvement Survey, the overall results demonstrated the following information:

Management, Analysis, and Knowledge Management 4.1

Leadership	4.0
Customer and Market Focus	4.0
Human Resource Focus	4.0
Business Results	3.9
Strategic Planning	3.8
Process Management	3.8

Our lowest areas in the survey was Strategic Planning and Process Management. In order to target these areas, the administrative team is working with the five interdisciplinary teams to review the data from the 2005 FCAT as well as the tri-weekly tests administered in each content area.

In these conferences, the team of teachers review the data and plan a corrective action that will be implemented immediately. The grade level administrator along side the teachers work together to ensure gains in the next tri-weekly exam.

Miami Edison Middle School believes in the teaming concept. The student-teacher-progression program (STP) provides for a cohesive, structured program for the students. In addition, collaborative planning time is an ongoing process at our school for all six teams. The professional planning period affords teachers an opportunity to network and share two or three times per week (100 minutes blocks with alternating A/B days, periods 1, 3, 5 or 2, 4, 6). These teams will be looped for three years. Thus, team leaders and counselors work together to monitor students throughout the years. Students who are struggling in the advanced classes are addressed through student/parent/counselor conferences. The team convenes during their common planning period to assist in student achievement.

District Strategic Planning Alignment:

At Miami Edison Middle School, we align the district goals as follows:

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.

Stakeholder Engagement:

The staff of Miami Edison Middle School has established measures to link with the community in several ways. There are regularly scheduled Educational Excellence School Advisory Council (EESAC) and Parent-Teacher-Student-Association (PTSA) meetings to assess student needs. The EESAC committee, with input from the PTSA, met to create our Professional Excellence Plan (PEP) that reflects the specific needs of our students and community. Several community organizations interact with our stakeholders, the staff, the parents, and the community to provide additional student support. The other external support groups, also considered stakeholders, include the Police Athletic League, the 5,000 Role Models of Excellence, Children's Psychiatric Center, and Citrus Health Network. At the beginning of the year, Back to School Night (Open House) is used to communicate to parents the requirements from the District, other programs, and initiatives along with policies and regulations that are in place at the school. The School Climate Survey, the Snapshot Staff Self-Assessment Survey, and Taking a Good Look at Instructional Technology (TAGLIT) as well as Organizational Performance Improvement Survey provide feedback from all stakeholders as to the progress the school is making in specific areas such as technology.

Faculty & Staff:

There are 60 full-time and 23 part-time staff members assigned to Miami Edison Middle School. The full time staff includes one principal and three assistant principals, 32 regular classroom teachers, 13 ESE teachers, 2 ESOL teachers, three counselors, 1 media specialist, 1 computer specialist, 12 paraprofessionals, 4 clerical, and 9 custodial service workers. Of the teaching staff, 8.9 percent are new to the school and, on average; teachers have 14 years of teaching experience in Florida. Thirty-six percent of the teaching staff have advanced degrees. Bargaining units represented include United Teachers of Dade (UTD), Dade County School Maintenance Employee Committee (DCSMEC), and the American Federation of State, County, and Municipal Employees (AFSCME).

Miami Edison Middle School is comprised of approximately 100 full and part time employees. There are 15 percent White, non-Hispanic, 63 percent Black, 18 percent Hispanic, and 3 percent Asian/American Indian.

Twenty-two percent of our teachers at Miami Edison Middle School have earned a Master's degree, 9 percent with a Specialist degree and 2 percent who have earned a Doctorate degree. Approximately 13 percent of the instructional staff are beginning teachers. The pupil/teacher ratio is 20:1. The instructional staff years of teaching in Florida is 11 years. The overall average attendance for staff is 95 percent.

Miami Edison Middle School faces annual difficulty in maintaining certified teachers. Many teachers want to reduce their commute time to work, and as such transfer to schools closer to their homes. Critical shortage area teachers are difficult to recruit district wide and present an even greater concern for inner city schools such as ours. Instructional delivery improvement is an important focus of staff development at our school. Many staff members have

incorporated new methods for instructing our disadvantaged students, but as always, there remains opportunity for continued improvement. Our students require a great deal of teacher-student interaction, and some staff members have not fully adapted their teaching style to meet this need.

New teachers have been paired with a mentor teacher to support and assist them through the learning process of a first year teacher. There are approximately 10 members participating in the Professional Growth Team (PGT). Along with the ten members is an assistant principal overseeing the process. The ten teachers include professional educators from all subject areas. The intensive training provided to the team included assistance in mentoring new teachers as well as veteran teachers in delivery of instruction and classroom management, opportunities for teachers to observe and analyze lessons, students' and teachers' performance and share best practices for student achievement.

The PGT works in correlation with PACES to provide support to the annual contract teacher or others in need of professional growth. In addition, one to one mentorship is provided by a member of the professional growth team as well as by the team leaders. The team of teachers meets three times a week before school for twenty minutes. Common team planning promotes collaboration and dialogue among the teachers.

Data/Information/Knowledge Management:

All the teachers of Miami Edison Middle School have been authorized to view the Student Performance Indicators (SPI). Additional training and refresher pointers will be utilized throughout the year on the importance of using this data to determine the instructional needs as well as the teaching-delivery process in the classroom.

The student-teacher-progression program (STP) provides for a cohesive, structured program for the students. In addition, collaborative planning time is an ongoing process at our school for all teams. The professional planning period affords teachers an opportunity to network and share three times per week (two ninety minute blocks and one sixty minute period).

The Continuous Improvement Model (CIM) will continue at Miami Edison Middle School. It is a data-driven, results oriented school reform effort that successfully integrates effective school research. The school will participate in tri-monthly assessments using Edusoft. The results will be reviewed with each team and then reviewed with students. These results will be a part of re-teaching concepts missed and will provide direction for enhancements of concepts mastered.

Miami Edison Middle School will work more closely with local universities to serve as a training site for college students to complete field experience and internship. Even though we have a majority of the staff CRISS trained, teachers are not adequately transferring the new information into classroom practices. Greater emphasis must be placed on monitoring the effective implementation of the CRISS strategies. It is intended that CRISS strategies be used daily.

Education Design:

The staff of Miami Edison Middle School is implementing the student-teacher-progression program. This process provides for a structured, cohesive three-year teacher-student program. In addition, the "Read and Feed" program has provided an avenue to reduce the number of students late to or absent from school. The "Read and Feed" program is conducted during homeroom. This process begins our academic day.

There are five unique interdisciplinary teams. These teams share the same group of students as well as a common

planning period. Attendance rates are being monitored through the teams. As team points are earned for high attendance, incentives are awarded to the team maintaining 5000 points at the end of the nine weeks. Through teaming and Student-Teacher-Progression, attendance rates and academic achievement have improved. Also, suspension rates have decreased.

The computer laboratory in the media center, one of many, serves as a resource to students, staff, community members, as well as region and district personnel. Data derived from the San Diego Quick is used to determine appropriate reading materials for all students during their daily reading time. Staff uses the data from the WSPI, San Diego Quick and FCAT Reading scores to assist students throughout their academic process. The extended day is being implemented to remediate and enhance students in preparation for the FCAT. After school tutoring is offered to students with home learning activities as well as those in need of academic support. Students who score at an achievement level 1 or 2 in reading and mathematics are offered one-to-one assistance before and after school. The staff of our student services program provides training in crisis management, conflict resolution and mediation for students. Students are also given career guidance and counseling with school to career activities.

Performance Results:

During the 2005-2006 school year, Miami Edison Middle School will continue to lower the suspension rate and incident reporting. The goal of Miami Edison Middle School is to increase attendance by five percent. Our current average percentage rate is 92.74. We believe that students must be in school in order to make academic achievement.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Miami Edison Middle School faces annual difficulty in maintaining certified teachers. Many teachers reduce their commute time to work, and as such transfer to schools closer to their home. Critical shortage area teachers are difficult to recruit district wide and present an even greater concern for inner city schools such as ours. Instructional delivery improvement is an important focus of staff development at our school. Many staff members have incorporated new methods for instructing our disadvantaged students, but as always, there remains opportunity for continued improvement. Our students require a great deal of teacher-student interaction, and some staff members have not fully adapted their teaching style to meet this need.

• Highly Qualified, Certified Administrators:

The principal of Miami Edison Middle School was selected as the Miami Dade Principal of the Year, February 26, 2004. She has more than 36 years of experience in a variety of positions throughout the District. The principal has participated in many national and state conferences as a presenter. Even though the grade of the school was a "D", there have been many improvements with regards to school attendance, reduction of incidents and suspensions. These major improvements can be attributed to the principal's clear focus with regard to analyzing data, creating a plan of action, and empowering staff, parents, students as well as other stakeholders.

Miami Edison Middle School has three assistant principals: Susana Mauri, Gactjens Saint-Hilaire, and Angela Kemp.

Ms. Susana Mauri has been at Miami Edison Middle School for four years. She started her career as a sixth grade assistant principal. Miami Edison Middle School implemented the Student Teacher Progression (STP) model: teacher, students, counselors, and administrators move together for three years. STP has demonstrated that suspensions and incidents have decreased significantly. Attendance has improved to an average of 92.74 percent. We have ranked 24 of 52 middle schools in the District. Students that have progressed with Ms. Mauri have demonstrated academic gains in reading and mathematics as evidenced through the Florida Comprehensive Assessment Test (FCAT). Ms. Mauri is currently a doctoral student at Nova Southeastern University and is studying the effects of Student teacher Progression as it relates to student achievement. During the 2004-2005 school year, Ms. Mauri became the District Runner Up Assistant Principal of the Year for Exceptional Student Education.

Prior to Miami Edison Middle School, Ms. Mauri was language arts, creative writing and journalism teacher at Howard Doolin Middle School from 1997-2002. While there, Ms. Mauri was very involved in school activities to promote student achievement. Ms. Mauri created the first website for the school, participated on the curriculum mapping team for the language arts department, and conducted Saturday School to reinforce FCAT benchmarks. Finally, in preparation for administrative assignment, Ms. Mauri volunteered two summers as an intern assistant principal.

Mr. Gactjens Saint-Hilaire has been at Miami Edison Middle School since October 2002. He started his administrative career as a seventh grade assistant principal. For the past three years, Mr. Saint-Hilaire has created tremendous gains on the FCAT. While at Miami Edison Middle School, he has implemented the Early Bird Educational Enhancement Program to assist them with their tutoring needs. Mr. Saint-Hilaire is a product of Miami Dade County Public Schools system where he graduated from Miami Central Senior High in 1988. He earned his Bachelor's degree from North Carolina A&T State University in finance, a Master's Degree from Florida Atlantic University in Educational Leadership and a Specialist Degree in Mathematics Education from Florida State University. Currently, Mr. Saint-Hilaire is a doctoral student at Nova Southeastern University studying the effect teaching using technology and its effects on student achievement as measured by the Florida Comprehensive Assessment Test.

Six years prior to his tenure at Miami Edison Middle School, Mr. Saint-Hilaire was a math teacher at John F. Kennedy Middle School. He transferred to Howard D. McMillan Middle School in 1999 as a math teacher and served as team leader for three years. While at Howard D. McMillan Middle School, he was very actively involved in most of the decision making process at the school.

Ms. Angela Kemp is a second year Assistant Principal at Miami Edison Middle. Through the Student-Teacher-Progression Program(STP), Ms. Kemp is currently the eighth grade administrator. Prior to her arrival, Ms. Kemp taught at her Alma Mata; Miami Northwestern Senior High Community School from 1997-2004 and Miami Norland Senior High School from 1996-1997 as a language arts teacher. During her previous years as a teacher, she served in various leadership capacities. Some of those leadership positions consists of; Language Arts Departmental Chairperson from 1999-2002, Testing Chairperson 2002-2003, and Assistant Athletic Director for the 2003-2004 school year. She has also served on a number of committees such as FCAT Advisory, SACS, EESAC, and SPEP. She has implemented improvement activities and initiatives that include before and after-school, Saturday and pull-out tutorials, intensive FCAT enhancement, as well as facilitated numerous staff development workshops; focusing on individualized student instruction and promoting student achievement.

Ms. Kemp also had the opportunity of working with the Office of Summer Services in the summer of 2004 and was the administrator of Miami Edison Middle School for Passport to Explorations 2005. Thus, being a first year administrator leading the school with a clear vision and high expectations, facilitating summer services and taking on the role as 'acting" principal. Last school year, Ms. Kemp was the administrator responsible for reading, showing an increase in overall student performance on the 2005 FCAT Reading Test. This year Ms. Kemp is directly responsible for the Reading and Language Arts Departments, and the implementation of reading and writing across the curriculum as well as the instructional lesson plans for the School Improvement Zone (SIZ)extended day's AM/PM Reading Literacy classes with assistance from the Reading Coach(es) and Curriculum Support Specialist. From the cooperative efforts of support staff, along with the diligent efforts of students in grades six through eight, the school is expected to increase mastery in all areas on the 2006 FCAT Test.

Prior to Ms. Kemp's employment with the Miami-Dade County Public School System, she attended Florida A & M University, earning a Bachelor of Arts degree in English in 1996, graduating on the Dean's List, a Master's Degree in English from Nova Southeastern University in May 1998, and a Specialist's Degree in Educational Leadership in January 2000, while completing over 300 volunteer hours as intern assistant principal under the direction of Nova Southeastern University and Miami Northwestern Senior High Community School. Ms. Kemp plans to enroll in a doctoral program at Nova Southeastern University.

• Teacher Mentoring:

New teachers have been paired with a mentor teacher to support and assist through the learning process of a first year teacher. There are approximately 10 members participating in the Professional Growth Team (PGT). Along with the ten members is an assistant principal overseeing the process. The ten teachers include professional educators from all subject areas. The intensive training provided to the team included assistance in mentoring new teachers as well as veteran teachers in delivery of instruction and classroom management, opportunities for teacher to observe and analyze lessons, students' and teachers' performance and share best practices for student achievement.

The PGT works in correlation to PACES to provide support to the annual contract teacher or others in need of a professional growth team. In addition, one to one mentorship is provided by a member of the professional growth team as well as by the team leaders. The team of teachers meets three times a week before school for twenty minutes. There is a common team planning period which promotes collaboration among the teachers.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) chaired by a teacher meets monthly to review data as well as suggestions from staff, parents and other community members. The principal or other staff members provide information for clarification. In addition, the EESAC provides financial support to teachers as requested. Members of the EESAC committee also solicit volunteers. The EESAC committee assists in providing input in the School improvement Process. They also fulfill wish lists for teachers. Teachers use the wish lists for teachers. Teachers use the wish list to request materials for student use. If the EESAC members agree, the wish list is granted. Through these grants teachers and students benefit and promote academic achievement for all.

• Extended Learning Opportunities

At Miami Edison Middle School, we provide before and after-school, and Saturday tutorial. The Early Bird Educational Enhancement Program initiated by Mr. Saint-Hilaire, 7th Grade Assistant Principal, is offered daily from 6:40 am to 7:40am. The All-Stars After School and Hip-Hop tutorial program is offered daily from 3:40-5:15 p.m. Both programs encompass FCAT benchmarks into instructional lesson plans as well as utilizing school-wide computerized assistance instructional (CAI) programs such as Classworks, Reading Plus, and READ 180, to deliver instruction to students. An additional extended learning opportunity recently implemented by the Office of School Improvement Zone (SIZ), extends the regular school day an additional hour. Since, Miami Edison Middle School has incorporated an additional 100 minutes of instructional time that focuses on intensive reading and mathematics skills school-wide, students have demonstrated an overall improvement. All teachers, counselors, media specialist, coaches, and curriculum support specialists, work cooperatively, serving as Professional Educators, providing additional assistance that meet the needs of all students in grades six through eight. All students in grades six through eight are grouped according to FCAT achievement level in all extended learning opportunity programs.

By grouping our students, we can target the needed areas of improvement. Level 1's and 2's are reinforced in the benchmarks learned in their core courses. Our Level 3, 4, and 5 students are in enrichment literacy courses to continue to strive academically and develop further growth from their prior knowledge. Bump up groups participate in pull out sessions with the grade level administrator as well support personnel one month prior to the FCAT administration. By doing so, our students are focused on their areas of deficiency in reading, writing, and mathematics.

Mock FCAT testing in reading, writing, mathematics and science occur once a month. Students move to testing locations with their proctor to ensure a sense of comfort with the test setting in preparation for the FCAT administration. This allows students to get acquainted with test materials and time frame. FCAT Mock testing provides opportunities for students and staff to be familiar with proper testing procedures and have a smooth transition for the administration of the test.

• School Wide Improvement Model

The Continuous Improvement Model (CIM) will be used at Miami Edison Middle School. It is data-driven, results oriented school reform that successfully integrates the philosophies of Effective School Research. The school will participate in tri-monthly assessments using Edusoft. The results will be reviewed with each team and then reviewed with students.

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

GOAL 1 STATEMENT:

Increase overall student performance of all No Child Left Behind (NCLB) populations on the 2006 FCAT Reading Test.

Needs Assessment

Based upon the analysis of data on the 2005 FCAT Reading Test, there is a need to target the lowest 25 percentile of level 1 students, as well as all NCLB subgroups and provide on-going intensive instruction focusing on the Sunshine State Standards (SSS) and FCAT Reading Benchmarks. Cluster analysis trends indicate that students in grades six through eight showed moderate improvement, based on a comparison of the 2004 and 2005 FCAT data. Specifically, from weakest to strongest as seen on the 2004 FCAT, improvement is demonstrated in cluster(s) Reference/ Research, 35 percent to 40 percent, and Words/Phrases, 40 percent to 50 percent. Comparisons remained at 44 percent and in Main Idea/Purpose, a slight decrease from 45 percent to 43 percent. Thus, students demonstrated an increase percentage in 2 out of 4 clusters (Reference/Research and Words/Phrases), a decrease in proficiency in Main Idea/Purpose and invariable status in Comparisons.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 using the Sunshine State Standards (SSS) and FCAT Reading benchmarks, the number of students scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading assessment.

Given instruction using the Sunshine State Standards (SSS) and FCAT Reading benchmarks, the percentage of Black students tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS) and FCAT Reading benchmarks, the percentage of Hispanic students tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards and FCAT Reading benchmarks, the percentage of students on free and reduced lunch tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards and FCAT Reading benchmarks, the percentage of Limited English Proficiency (LEP) students tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS) and FCAT Reading benchmarks, the percentage of Students with Disabilities (SWD) tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the coaching model to focus on the language arts and reading curriculum through the implementation of intensive drop-in and pull-out tutorial program(s).	Reading Coach Curriculum Support Specialist Department Chair	08/01/05	05/19/06
Schedule students based on Reading FCAT Levels providing for 150 minutes of literacy daily including Extended Day/Year, Reading , and Language Arts	Administrators Counselors	07/18/05	05/19/06
Implement the co-teaching inclusion model to service students with disabilities (SWD) as well as provide accommodations for varied learners.	Exceptional Student Education Teachers Administrators Paraprofessional Exceptional Student Education Program Specialist	08/01/05	05/19/06
Administer school-wide assessments; monthly progress monitoring assessments, FCAT Mock	Administrators Reading Coach	08/01/05	05/19/06

<p>Tests, and Extended Day/Year follow-up assessments and offer a variety of instructional strategies that include differential and project-based instruction to meet varied levels for all students.</p>	<p>Curriculum Support Specialist Department Chair AM/PM Reading Literacy Teachers</p>		
<p>Continue to focus on disaggregated data results of varied progress monitoring assessments and meet monthly to devise team/grade level strategic plans to assist with student's deficiencies.</p>	<p>Administrators Team Leaders Reading Coach(es) Curriculum Support Specialist Department Chair Counselors</p>	08/01/05	05/19/06
<p>Provide tutorial opportunities for targeted students (lower 25 percent and bubble/bump-up students) utilizing Exceptional Student Education Teachers, Reaching Coaches and Curriculum Support Specialist, Paraprofessionals, and high performing students as peer models to provide and assist in the implementation of intensive instruction focusing on remedial and intervention lessons.</p>	<p>Administrators Reading Coach(es) Curriculum Support Specialist Paraprofessionals Exceptional Student Education Teachers Exceptional Student Education Program Specialist Department Chair</p>	08/01/05	05/19/06
<p>Professional Educators will continue to attend staff development/workshops such as; CRISS strategies, Best Practices, development of Curriculum Mapping, implementation of Academic Improvement Plans (AIP), Continuous Improvement Model (CIM), Rigorous Reading Program, Initiatives for Secondary School Reform, and the implementation of technology and the school media center as a primary strategy for continued academic achievement.</p>	<p>Administrators Reading Coaches Curriculum Support Specialist Department Chairs Media Specialist</p>	08/01/05	5/19/06
<p>Utilize READ 180, Reading Plus and River Deep computerized instructional program(s) to serve as additional instruction for all FCAT Level 1 students.</p>	<p>Administrators Department Chair Reading and Language Arts Teachers Before, After-school, and Saturday academy Teachers Reading Coaches Curriculum Support Specialists Tutorial Coaches Exceptional Education Teachers Paraprofessionals</p>	08/01/05	05/19/06
<p>Offer a variety of instructional strategies that include differential, flexible and project-based instruction to meet varied levels for all students.</p>	<p>Administrators Department Chair Reading and Language Arts Teachers Before, After-school, and Saturday academy Teachers</p>	08/01/05	05/19/06

	Reading Coaches Curriculum Support Specialists Tutorial Coaches Exceptional Education Teachers Paraprofessionals		
Provide an additional "dose" of literacy through mandatory reading classes and extended day/year AM/PM literacy as well as "back-to-back" language arts and reading instructional classes taught by the same teacher for students enrolled in Reading Plus classes.	Administrators Counselors	07/18/05	05/19/06

Research-Based Programs

Computerized Assistance Instructional Programs (CAI); READ 180, Reading Plus, River Deep

Monitoring Assessments; Florida Oral Reading Fluency Probe (ORF) and Diagnostic Assessments of Reading (DAR)

Instructional Textbook; (McDougal Little) The Language of Literature Textbook series

Corrective Models/Plans; Continuous Improvement Model (CIM), Comprehensive K-12 District Research-Based Reading Plan (CRRP), Rigorous Reading Program

Professional Development

Professional Educators at Miami Edison Middle School will attend varied district, region, state, and school workshops;

READ 180

Reading Plus

Read XL

Florida Oral Reading Fluency Probe (ORF)

Diagnostic Assessments of Reading (DAR)

Rigorous Readind Plan

Continuous Improvement Model (CIM)

CRISS Strategies

Initiatives for Secondary School Reform

Curriculum Mapping

Evaluation

The strategies above will be evidenced by:

Reading resource personnel coaching/curriculum log

Review and analysis of reports of progress monitoring assessments (through EDUSOFT), WSPI, Snapshot, READ 180 and Reading Plus computerized assistance instructional program(s) and assessment results from Oral Reading Fluency Probe (ORF), Diagnostic Assessments of Reading (DAR) and Interim District Test.

Intensive drop-in/pull-out, as well as before and after-school tutorial sessions attendance/sign-in roster

Saturday academy attendance/sign-in roster

2006 FCAT Reading Test

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

GOAL 2 STATEMENT:

Increase mathematics performance of all No Child Left Behind populations

Needs Assessment

Based upon an analysis of the 2005 Florida Comprehensive Assessment Mathematics Test (FCAT) data, there is a need for intensive instruction over the Sunshine State Standards for all students of grades six through eight. Based on 2005 FCAT, 23% of grade six students performed at level 3 or higher, 13% of level students in grade seven performed at 3 or higher, and 19% of eight grade students performed at 3 or higher. On average, the total student population scored at level 3 or higher was 23% with 68% making a year's worth of progress.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), the percentage of the total students tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT mathematics test.

Given instructions using the Sunshine State Standards (SSS), the percentage of Black students tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics test.

Given instructions using the Sunshine State Standards (SSS), the percentage of Hispanic students tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics test.

Given instructions using the Sunshine State Standards (SSS), the percentage of students on free and reduced lunch tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics test.

Given instructions using the Sunshine State Standards (SSS), the percentage of Limited English Proficiency students tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics test.

Given instructions using the Sunshine State Standards (SSS), the percentage of Students with Disabilities tested scoring at Mathematics FCAT achievement level 3 or higher will increase to 50 percent or higher on the 2006 FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Professional Educators will continue to attend staff development/workshops such as; CRISS strategies, Best Practices, development of Curriculum Mapping, implementation of Academic Improvement Plans (AIP), Continuous Improvement Model (CIM), Rigorous Reading Program, Initiatives for Secondary School Reform, and the implementation of technology and the school media center as a primary strategy for continued academic achievement.	Administrators Mathematics Coaches Curriculum Support Specialist Department Chairs Media Specialist	8/1/05	5/19/06
Implement the co-teaching inclusion model (Students With Disabilities).	Principal Mathematics teachers	8/1/2005	5/19/2006
Utilize the coaching model to support the core mathematics curriculum through school site mathematics resource personnel.	Mathematics Coach	10/11/2005	5/19/2006

Increase the use of technology in all mathematics classrooms.	Department Chair Mathematics teachers	10/11/2005	5/19/2006
Implement periodic benchmark assessments utilizing the data to drive instruction in all grade levels.	Department Chair Math Specialist Math Teachers	9/19/2005	5/19/2006

Research-Based Programs

Carnegie Learning Cognitive Tutor, Glencoe/McGraw Hill and Holt Mathematics Textbook series, Riverdeep, CRISS, Snapshot

Professional Development

Professional development will be provided to all staff using in-house, district personnel as well as vendor provided resources in CRISS, CIM, Edusoft, and Snapshot.

Evaluation

The strategies above will be evidenced by:

Mathematics resource personnel coaching log

Reports pulled from the Edusoft system and copies of benchmark assessments

Scheduling of SWD students

Tutorial sign-in sheets and lesson plans

Edu-Soft data analysis

Snapshot data analysis

Curriculum map and assessment data

2006 FCAT Mathematics Test

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Increase the present students in grade eight scoring at 4.0 or above of all No Child Left Behind (NCLB) populations to meet Adequate Yearly Progress (AYP) on the 2006 FCAT Writing Test.

Needs Assessment

Based upon the analysis of data on the 2005 FCAT Writing Plus Test, there is a need to target all students in grade eight of all subgroups and provide on-going intensive instruction focusing on both Expository and Persuasive Writing and understanding the FCAT Writes Rubric as well as the FCAT Writing+. Previous data indicates that students in grade eight demonstrated a slight decline of 0.2 points based on a comparison of the 2004 and 2005 FCAT Writing Test. Specifically, data reflects that 83 percent of students scored at 3 or above in 2004 as compared to 74 percent on the 2005 FCAT Writing Plus Test. Moreover, based on the specifics of No Child Left Behind (NCLB) relative to meeting Adequate Yearly Progress (AYP) and the improvement of school grade, the review of data indicates that 55 percent of students in grade eight scored at 4.0 or above on the 2005 FCAT Writes Assessment. Thus, at least an increase of 35 percent must be evident on the 2006 FCAT Writing Test.

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS) and FCAT Writing Test criteria for mastery, the percentage of total number of students tested scoring at 4.0 or above will increase to 90 percent or higher on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Professional Educators will continue to attend staff development/workshops such as; CRISS strategies, Best Practices, development of Curriculum Mapping, implementation of Academic Improvement Plans (AIP), Continuous Improvement Model (CIM), Rigorous Reading Program, Initiatives for Secondary School Reform, and the implementation of technology and the school media center as a primary strategy for continued academic achievement.	Administrators Reading Coaches Curriculum Support Specialist Department Chairs Media Specialist	8/1/05	5/19/06
Utilize district and state printed instructional documents and computerized discs, as an additional instructional lesson plan/tool in language arts and extended day classes.	Administrators Reading Coach(es) Curriculum Support Specialist	08/01/05	05/19/06
Continue to focus on disaggregated data from Mock FCAT Writing Test and meet weekly to devise team/grade level strategic plans to assist with student's deficiencies in the area of writing.	Administrators Team Leaders Counselors Administrator(s) Reading Coach Curriculum Support Specialist	08/01/05	05/19/06
Utilize the coaching model to focus on writing across the curriculum through the implementation of intensive drop-in and pull-out tutorial program(s)/model.	Administrators Reading Coach(es) Curriculum Support Specialist AExceptional Student Education Teachers Paraprofessionals Tutors	08/01/05	05/19/06
Administer school-wide assessments; FCAT Writes Mock Tests, and Extended Day follow-up assessments and offer a variety of instructional strategies that include differential and project-based instruction to meet varied levels for all students.	Administrators Test Chairperson Reading Coach(es) Curriculum Support Specialist Counselors Team Leaders	08/01/05	05/19/06

Implement the co-teaching inclusion model to service Students With Disabilities (SWD) as well as provide accommodations for varied learners.	Administrators Exceptional Student Education Teachers Exceptional Student Education Department Chair Exceptional Student Education Program Specialist	08/01/05	05/19/06
Provide tutorial opportunities for targeted students (low performing students- scoring 0 – 3.0 and bubble/bump-up students- scoring 3.5 or higher) utilizing Exceptional Student Education Teachers, Reaching Coaches and Curriculum Support Specialist, Paraprofessionals, and high performing students as peer models to provide and assist in the implementation of intensive instruction focusing on writing strategies/techniques and evaluated bi-weekly assessments .	Administrators Reading Coach Curriculum Support Specialist Exceptional Educational Education Teachers Paraprofessionals Tutors Team Leaders Department Chair	08/01/05	05/19/06

Research-Based Programs

CRISS Strategies

6-Traits of Writing Model

Professional Development

Professional Educators will attend school site, district, state, regional workshops that include:

Learning Express

FCAT Writes Rubric Scoring

6-Traits of Writing Model

Evaluation

The strategies above will be evidenced by:

Reading resource personnel coaching log

Review and analysis of reports of FCAT Writes Mock Assessments (through Learning Express).

Intensive drop-in and pull-out tutorial, before and after-school, and Saturday school sign-in sheets

2006 FCAT Writing Plus Test

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:

Increase science performances of all No Child Left Behind population to meet or exceed the District mean scale score on the 2006 FCAT Science Test.

Needs Assessment

The 2005 FCAT Science Test mean score at this school was 226 compared to the District mean of 272. Based on this data, there is a need to improve the student's performance in science.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight at Miami Edison Middle School will demonstrate improvement in science as evidenced by the 2006 FCAT Science to meet or exceed the mean scale score.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Attend staff development/workshops such as; CRISS strategies, Best Practices, development of Curriculum Mapping, implementation of Academic Improvement Plans (AIP), Continuous Improvement Model (CIM), Rigorous Reading Program, Initiatives for Secondary School Reform, and the implementation of technology and the school media center as a primary strategy for continued academic achievement.	Administrators Reading and Mathematics Coaches Curriculum Support Specialist Department Chairs Media Specialist	8/1/05	5/19/2006
Integrate CRISS strategies throughout science instruction	Administrators Department Chairperson Science Teachers	8/1/2005	5/19/2006
Collect data and analyze to determine weakness and strengths among all subgroups.	Administrators Department Chairperson Science Teachers	8/1/2005	5/19/2006
Provide professional development for science teachers on reading strategies, data analysis, and critical thinking skills	Administrators District Science Staff Department Chairperson	8/1/2005	5/19/2006
Administer Tri-weekly assessments to determine student progress, concepts learned and benchmarks taught.	Adminstrators Department Chairperson Science Teachers	8/1/2005	5/19/2006
Engage students in science investigation, including science projects and exhibits	Administrators Department Chairperson Science Teachers	8/1/2005	5/19/2006
Implement the Co-teaching Inclusion Model in the general education classroom to assist low performing students by providing accommodations and remediation through the special education program.	Administrators Special Education Program Specialist Department Chairperson Science Teachers Special Education Teachers	8/1/2005	5/19/2006
Implement science curriculum map to ensure coverage and mastery of SSS benchmarks	Adminsitrators Department Chairpersons Curriculum Support Specialist Science Teachers	8/1/2005	5/19/2006

Research-Based Programs

Glencoe McGraw Hill Science and Technology for Children (kits)

Professional Development

Professional Development will be provided for teachers and appropriate staff during the extended professional development day. Training will include the core science program, intervention programs, and assessments used at the middle school level. The School Improvement Zone will provide additional professional development as well. Areas in science that will be targeted are reading strategies, data analysis, and critical thinking skills.

Evaluation

Upon completion of the 2006 FCAT Science test, students will improve or exceed the mean scale score.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

GOAL 5 STATEMENT:

Increase communication and participation between the parents and the school

Needs Assessment

Active parental engagement is the key facet to continuous student progress. There is a major need for ongoing parental involvement through the interdisciplinary teams. Many of the parents have had little to no schooling in their native country of Haiti. Through the “grapevine communication network” parents are encouraged to attend our resource center that is open throughout the day and evening. There is a serious issue of trust and cultural norms that must be bridged in order to open or continue ongoing communication between the home and school.

Measurable Objective

At Miami Edison Middle School there are five interdisciplinary teams. Therefore, each team will recruit parents to volunteer and become active participants in their child's education. Each team will have at least two percent of parental involvement at Miami Edison Middle School as compared to last year's Community Involvement logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase participation on the EESAC and PTSA organizations teams as well as school activities	Administrators EESAC President PTSA Persident	8/1/2005	5/19/2006
Hold parent meeting once a month to discuss important information about the school	Administrators Community Involvement Specialist Social Worker	8/1/2005	5/19/2006
Disseminate pertinent information and resources to parents as well as encourage participation in the Parent Academy	Administrators Community Involvement Specialist Social Worker	8/1/2005	5/19/2006
Upgrade website to enable parents to access their child's learning assignments and other pertinent information	Adminsitrators Technology team Team Leaders	8/1/2005	5/19/2006
Work in conjunction with Citrus Health Network and Jackson Health Services to provide services to the students and their families to deal with crisis and family issues in the school	Administrators Special Education Program Specialist Team Leader Community Involvement Specialist Social Worker	8/1/2005	5/19/2006
Create a monthly newsletter to highlight the achievements made by the students and teachers and translated in Haitan Creole and Spanish	Administrators Team Leaders Team Teachers	8/1/2005	5/19/2006
Recruit parents at Open House, monthly "Second Cup of Coffee Sessions", Team Meetings as well as office visitations	Administrators Team Leaders Community Involvement Specialist	8/1/2005	5/19/2006
Hold parent conferences in order to address academic progress of their students during the team's planning time	Administrators Team Leaders Team Teachers	8/1/2005	5/19/2006

Research-Based Programs

National PTSA Standards for Parent and Family Involvement

Professional Development

The Community Involvement Specialists will attend monthly meetings as they pertain to the needs of District personnel. Teachers will be trained in conferencing skills, and implement strategies on how to maintain a relationship with parents while recruiting other volunteers through the teams.

Evaluation

Upon completion of the 2006 school year, Team and Community Involvement Specialist logs will indicate an increase of six percent in parental participation at Miami Edison Middle School as compared to last year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Miami Edison Middle School will provide a safe learning environment for all students.

Needs Assessment

As Miami Edison Middle implements the Student Teacher Progression model, the number of incidents and suspensions have decreased. Therefore, in the 2005-06 school year, incidents and suspensions will drop by 5 percent school wide as delineated in District suspension and incident reports when compared to last year.

The Florida Department of Education and School Climate Survey will be utilized to demonstrate a decrease in comparison to last year.

Measurable Objective

Given emphasis on a safe learning environment and the implementation of Student Teacher Progression, incidents and suspensions will decrease by five percent during the 2005-2006 school year when compared to 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement "Middle Moves" program initiated by the District.	Administrators Grade Level Coounselor Trust Counselor	8/1/2005	5/19/2006
Implement and monitor a transition Academy for sixth graders using Classroom Inc.	6th Grade Administrator 6th Grade Counselor 6th Grade Team Teachers	8/1/2005	5/19/2006
Review safety procedures with all staff to ensure the safety and well being of all students and staff in an emergency.	Administrators Teachers	8/1/2005	5/19/2006
Conduct school presentations on violence prevention and truancy by the Miami Dade County School Police	Administrators School Resource Officer	8/1/2005	5/19/2006
Complete All necessary paperwork for special education students when suspension occurs and will be monitored	Administrators Program Specialist Special Education Teachers	8/1/2005	5/19/2006
Conduct and monitor all safety drills with the school resources officer. There will be a minimum of one drill per month.	Administrator School Resource Officer	8/1/2005	5/19/2006
Monitor attendance, incidents and suspensions through each interdisciplinary teams	Administrator Team Leader Team Teachers Trust Counselor Grade Level Counselor	8/1/2005	5/19/2006
Monitor incident report every nine weeks	Administrators Grade Level Counselors	8/1/2005	5/19/2006
Monitor suspension report by grade level administrator every nine week period and reviewed with the team of teachers	Administrator Team Leader Grade level counselor Trust Counselor	8/1/2005	5/19/2006

Research-Based Programs

Student Teacher Progression

Safe Passage Act

Project Proud (Peacefully Resolving Our Unsettled Differences)

Peaceworks Mediation for Kids

Professional Development

A safe learning environment is a main priority at Miami Edison Middle School. As such, open communication between the home and school are imperative. All teams of teachers will be trained in proper safety procedures. Monitoring of incident reports as well as suspension reports will be done each nine week period. Workshops with the guidance counselor on Project Proud, a violence reduction program, will be conducted.

Evaluation

Upon completion of the 2006 school year, the District incident and suspension report will indicate a decrease by five percent in incidents and suspensions reported on District Suspension and Incident Reports at Miami Edison Middle School as compared to last year.

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

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

GOAL 7 STATEMENT:

The technology literacy of students will be increased in all grade levels to enhance learning across the curriculum.

Needs Assessment

Technology is a tool for improving and transforming teaching and learning to a higher degree of interaction. If used appropriately, technological tools increase student achievement by improving the quality of the curriculum and instruction. As outlined in the National Educational Technology Standards (NETS) and the Secretary's Commission on Achieving Necessary Skills (SCANS) Report, students must possess essential skills that allow them to be effective learners in the 21st Century. Based upon an analysis of the 2005 FACT data, there is a need to integrate a variety of educational technologies to strengthen the existing curriculum and support meaningful and engaged learning for all students. According to the STAR profile, access to technology needs to be increased. Integrating technology into all content areas will (1) increase basic creative and problem solving skills; (2) facilitate independent/self-directed learning through projects that teach sophisticated concepts and skills; and (3) produce quality products that demonstrate an understanding of content area.

Measurable Objective

Given an emphasis on the integration of technology into all content areas, all students will augment their computer usage in all content areas.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement technology in all content areas.	Teachers, Technology Support Personnel	8/8/2005	5/19/2006
4. Provide ongoing professional development and support in developing activities that support the strategies to ensure optimal student learning.	Media Specialist, technology support personnel	8/8/2005	5/19/2006
5. Provide timely technical support.	Technology Support Personnel	8/8/2005	5/19/2006
2. Offer a variety of instructional strategies that include differential and project based instructions to meet needs and interests of all students.	Department Chair, Instructional Support Specialist	10/11/2005	5/19/2006
3. Ensure that adequate access is available to all students and teachers.	Administrators Technology Support Personnel	8/8/2005	5/19/2006

Research-Based Programs

The following researched based technology programs will be utilized to impact students learning at Miami Edison Middle School:

1. Classworks Inc.
2. Cognitive Tutor Algebra I
3. Cognitive Tutor Bridge to Algebra
4. Riverdeep
5. Read 180
6. Reading Plus
7. Classroom, Inc.
8. Sci Tech (when available)
9. Academic Support Program (Technology Ed. Lab)
10. Snapshot

Professional Development

1. Professional development will be provided in Cognitive Tutor Algebra I and Cognitive Tutor Bridge to Algebra to all mathematics teachers.
2. Training will be provided to all AM/PM Mathematics Literacy Teachers on how to use Riverdeep to impact student learning.
3. Read 180 training will be provided to all reading teachers.
4. Reading Plus training will be provided to all teachers in the extended program who teach reading.
5. Classworks (initial training was conducted September).
6. CLassroom, Inc training for all six grade teachers
7. Snapshop training for all teachers

Evaluation

1. Edusoft system and interim (chapter tests/quizzes) assessment data
2. Curriculum map and lesson plans
3. Multi-media projects
4. Data reports from the current school will be compared to the previous year using Snapshot.

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

GOAL 8 STATEMENT:

Our goal in the physical education at Miami Edison Middle School is to provide students with the opportunity to attain their optimal level of physical fitness, based on their ages, through a carefully planned fitness program.

Needs Assessment

In order to properly assess both student fitness performance and programmatic success, students will take a pre-test to establish the baseline data. Based on last year's FITNESSGRAM, 200 students participated and 72 awards were issued (36 percent of the participants). Prior to last year, 38 percent of the students were award recipients. This represents a two percent decline. Based on this year's goal, we expect to have a total of 78 recipients or three percent increase from the previous year.

Measurable Objective

The award recipients at Miami Edison Middle School will demonstrate an increase of three percent as measured by the next FITNESSGRAM, compared to the previous year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that sufficient instructional time is allocated to activities that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical education teacher	8/1/2005	5/19/2006
Create exercise activities designed to improve the physical fitness of the students enrolled in the physical education program.	Physical education teacher	8/1/2005	5/19/2006
Compare the pre- and the post-test data in order to determine whether the instructional program is effective.	Physical education teacher	8/1/2005	5/19/2006

Research-Based Programs

FITNESSGRAM and Snapshot

Professional Development

Provide professional development workshops to the physical education teacher through district personnel on activities to improve the overall fitness of all students at Miami Edison Middle School. Professional development will be provided on Snapshot and Edusoft.

Evaluation

The FITNESSGRAM will be administered to determine students fitness level after implementation as well as Snapshot

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Provide the students with balanced educational experiences through technology, music, literature, and life sciences skills.

Needs Assessment

Based on the 2004-2005 FCAT, the results show that 62 percent and 56 percent of the students performed at level 1 in reading and mathematics respectively. As such, literacy skills school wide will be reinforced through music, physical education, life sciences, computer and computer education. At the same time, students who performed at level 3 or above on last year's FCAT will be challenged through hands-on projects and other applications.

Measurable Objective

Given the 2004-2005 FCAT results were not where they should be, elective teachers will reinforce the skills students are lacking in reading and mathematics. Students will be assessed every three weeks using language arts and mathematics Sunshine State Standards as the framework. The data obtained will be analyzed and adjustment will be made as needed.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Hands-on classroom projects using real life experiences	Teachers	9/19/2005	4/21/2006
Implement periodic benchmark assessments utilizing the data to drive instruction in all grade levels.	Department Chairs, Support Specialist, and Reading Coach	8/1/2005	5/19/2006
Offer a variety of instructional strategies that include differential, flexible and project-based instruction to meet varied levels for all students.	Department Chairs, Support Specialists	8/1/2005	5/19/2006
Administer school-wide assessments; monthly progress monitoring assessments, FCAT Mock Tests, and Extended Day/Year follow-up assessments and offer a variety of instructional strategies that include differential and project-based instruction to meet varied levels for all students.	Reading Resource Personnel	9/20/2005	5/19/2006
Schoolwide Mathematics problem of the day administered twice per week through morning announcements.	Administrators Mathematics Coach Department Chair	9/12/2005	5/12/2006
Professional Educators will continue to attend staff development/workshops such as; CRISS strategies, Best Practices, development of Curriculum Mapping, implementation of Academic Improvement Plans (AIP), Continuous Improvement Model (CIM), Rigorous Reading Program, Initiatives for Secondary School Reform, and the implementation of technology and the school media center as a primary strategy for continued academic achievement.	Administrators	8/1/2005	5/19/2006
Continue to focus on disaggregated data results of varied progress monitoring assessments and meet monthly to devise team/grade level strategic plans to assist with student's deficiencies.	Administrators Reading Coaches Department Chairs	8/1/2005	5/19/2006

Research-Based Programs

Glencoe/McGraw Hill and Holt Mathematics Textbook series, Riverdeep, and Snapshot

Professional Development

Provide professional growth opportunity utilizing in-house experts as well as district personnel in the areas classified as electives such as music, technology, and others.

Evaluation

1. Mathematics Resource Personnel
2. Reading Resource Personnel
3. Lesson plans and student projects
4. Curriculum map and assessment data utilizing EDUSOFT
5. Tri-Weekly Assessment
6. Snapshot data analysis will be utilized.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Our goal is to provide students with a well rounded education through technology, music, and life sciences to name a few.

Needs Assessment

Based on the 2004-2005 FCAT, the results show that 62 percent and 56 percent of the students performed at Level 1 in reading and mathematics respectively. As such, literacy skills have become a school wide effort. Literacy skills are being reinforced through music, physical education, life sciences, computer and computer education. At the same time students who are performing at or above level 3 are being challenged through hands-on projects and other applications.

Measurable Objective

Given the 2004-2005 FCAT results were not where they should be, elective teachers will serve as reinforcers for the skills students are lacking in reading and mathematics. Students will be assessed every three weeks using language arts and mathematics Sunshine State Standards as the framework.

Action Steps

Research-Based Programs

Glencoe/McGraw Hill and Holt Mathematics Textbook series, Cognitive Tutor and Riverdeep

Professional Development

Provide professional growth opportunities utilizing in-house experts as well as district personnel in the areas classified as electives, such as music, technology and so forth.

Evaluation

1. Mathematics Resource Personnel
2. Reading Resource Personnel
3. Lesson plans and students projects
4. Curriculum map and assessment data utilizing EDUSOFT
5. Edusoft data (Tri-weekly)
6. Cognitive Tutor data (bi-weekly)

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:

Approximately sixty-thousand dollars (\$60,000.00) is allocated to support additional expenditures as needed to implement the School Improvement Plan.

Training:

All teachers and administrators will be involved in staff development depending upon individual, student and district needs.

Instructional Materials:

The thrust for instructional material is geared toward enhancing literature, software to support reading, mathematics, writing and science.

Technology:

Technology is to be an integral part of all disciplines.

Staffing:

The priority demands that the teacher student ratio must remain no greater than 1:20.

Student Support Services:

An additional guidance counselor as well as a greater emphasis on family services is being provided through Citrus Health and Jackson Memorial North Center.

Other Matters of Resource Allocation:

Additional resources through Comcast Cable Company as well as other businesses will be solicited. In addition, grants will be written to enhance our educational program with the before/after school tutorial session.

Benchmarking:

The Edusoft tri-weekly evaluation monitors effective teaching in all subjects. The data provided as a result of the tri-weekly assessment allows staff an opportunity to utilize the Continuous Improvement Model.

School Safety & Discipline:

Students and teams will continue to be commended for their efforts in “Doing the Right Thing.” In addition, each team will conduct peer mediation effective October, 2005.

The five interdisciplinary teams will be monitored to maintain the 5000 points. These points are earned and maintained by:

- 1) Attendance
- 2) Wear their school uniform
- 3) Parent/Student Volunteering to improve the school

Points are deducted for:

- 1) Absences
- 2) Tardies
- 3) Behavioral Referrals
- 4) Suspension

Teams maintaining 5000 points will receive \$200.00 each nine weeks as an incentive.

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