
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6501 - Miami Lakes Middle School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Joaquin Hernandez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Lakes Middle School

Miami Lakes Middle School is located on 26.01 acres in Miami Dade County at 6425 Miami Lakeway North. The main two story building houses 46 classrooms, and includes a new wing that provides an additional eight classrooms. The school also uses 12 portables to accommodate our increasingly high student population. This School currently educates approximately 1,252 students from the Greater Hialeah/Miami Lakes area. The current student population is divided within the following curriculum groups: standard curriculum students (72 percent), ESE students (10 percent), and Limited English Proficient (LEP) students (18 percent). The racial/ethnic makeup of the student population is 8 percent White (Non-Hispanic), 9 percent Black (Non-Hispanic), 80 percent Hispanic and 3 percent Asian/Indian/Multicultural.

Miami Lakes Middle School offers a variety of rigorous academic programs. The gifted program is offered to eligible students in grades 6-8 in the 4 core subjects resulting in 30 sections of gifted courses. The school is not only proud of the gifted program, but satisfied to offer high school level courses and/or advanced courses to high performing students. An Extended Foreign Language Speech/Debate and Law Studies Programs are actively in place as students prepare for the highly competitive global economy.

Since the school is adjacent to Miami Lakes Optimist Park, students are afforded the opportunity to participate in a variety of athletic activities to keep fit and healthy during and after-school. Parents are also afforded the opportunity to participate in after-school programs as the Student Services Department conducts evening workshops to provide parenting skills training. In addition to training, parents are encouraged to actively participate in the school decision making process as the EESAC and PTSA continuously promotes and encourages parent support and participation.

The following objectives have been set by Miami Lakes Middle School to achieve academic excellence:

Given instruction using the Sunshine State Standards, students in grades 6 through 8 will increase their reading skills as evidenced by a 5% increase in the percent of students scoring at or above achievement level 3 on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, 44 percent of the Students With Disabilities will increase their reading performance as evidenced by an increase in the number of students scoring at level 3 or higher in reading.

Given instruction using the Sunshine State Standards, 44 percent of Limited English Proficiency students will increase their reading performances evidenced by an increase in the number of students scoring at level 3 or higher in reading.

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by a five percentage point increase in the percent of students scoring at or above achievement level 3 on the 2006 administration of the FCAT Mathematics.

Given instruction using Sunshine Standards, 50% of Students with Disabilities will increase their mathematics performance as evidenced by an increase in the number of students scoring at or above a level 3 on the 2006 FCAT Mathematics.

Given instruction using Sunshine State Standards, 50% of African American students will increase their mathematics performance as evidenced by an increase in the number of students scoring at or above level 3 on the 2006 FCAT Mathematics.

Given instruction using Sunshine State Standards, 50% of the Limited English Proficient students will increase their mathematics performance as evidenced by an increase in the number of students scoring at or above level 3 on the 2006 FCAT Mathematics.

Given instruction using Sunshine State Standards, 50% of the Economically Disadvantaged students will increase their mathematics performance as evidenced by an increase in the number of students scoring at or above level 3 on the 2006 FCAT Mathematics.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by a 1% performance improvement increase in the number of students with scores of 3.5 or higher on the 2006 FCAT Writing.

Given instruction using the Sunshine State Standards, economically-disadvantaged students in grade eight will improve their writing skills as evidenced by a 1% performance improvement increase in the number of students with scores of 3.5 or higher on the 2006 FCAT Writing.

Given instruction using the Sunshine State Standards, Hispanic students in grade eight will improve their writing skills as evidenced by a 1% performance improvement increase in the number of students with scores of 3.5 or higher on the 2006 FCAT Writing.

Given instruction using the Sunshine State Standards, students in grade 8 will increase their science content knowledge as evidenced by a 3-point increase over the 2005 Science FCAT mean score of 286 on the 2006 administration of the Science FCAT.

Given a school-wide emphasis on parental involvement, parental roles in school decision-making will be increased as evidenced by a 5% increase in the number of parents engaged in Parent Teacher Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC) activities during the 2005-06 School Year. This will be documented in attendance rosters as compared with the 2004-05 School Year.

Given emphasis to a safe and disciplined environment, a 10% increase will occur in the number of parents who report feeling safe and secure at Miami Lakes Middle School as reflected on the 2005-06 School Climate Survey.

Given schoolwide emphasis on the use of the computer lab, an increase of 5% participation in the computer lab will be evidenced by the computer lab logs generated from the 2005-2006 school year.

Given instruction within the physical education department that incorporates the Sunshine State Standards and the National Standards for Physical Education, 52% of students in grades six through eight that participate in the physical fitness test will receive awards as evidenced by the results of the 2005-2006 FITNESSGRAM Test.

Given an emphasis on elective offerings, students in grade 6-8 will increase their participation in elective offerings by 5% as compared to the 2005 participation.

Miami Lakes Middle School will improve or maintain the 95th percentile rank on the State of Florida ROI index publication on the next publication of the index.

The results of the self-assessment survey identified leadership as the most solid component of the school (4.6). As the staff feels that goals and objectives of the organization are clear, the working environment is positive and the employees are involved in the day to day operation, some areas can be improved.

According to the Organizational Performance Improvement Snapshot Survey, the areas of Strategic Planning (4.3) and Process Management (4.2) must be improved. As the school aims to achieve success, it is essential to involve more staff members in the strategic planning phase. As the administrative team reflects on the deficiency, the team is determined to create more teams and committees to successfully achieve all set forth goals. The leadership team at Miami Lakes Middle School strongly believes by implementing the Continuous Improvement Model and by discussing these areas of deficiency with the EESAC, these areas of weaknesses will be properly addressed.

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 Lakes Middle School

VISION

The teachers, staff, parents, and business community of Miami Lakes Middle School are committed to providing students with a comprehensive, educational foundation that promotes the development of lifelong learners and productive citizens. We believe that all students can achieve. We promote an educational environment which supports individual learning differences and values the diverse cultural experiences of all students. We aim to provide an environment where students become self-confident and take pride in their individuality. We encourage professional collaboration among teachers, administrators, and support staff as a means of advancing professional growth. Teachers, parents, and the business community work as integral partners in improving student achievement.

MISSION

Our mission is to obtain the optimal level of achievement for everyone in an ever-changing, technological world by connecting our curriculum to careers. We will clearly delineate the steps necessary to ensure academics achievement in the areas of reading, writing, mathematics, science, and advanced academics. We will also provide a multicultural, success-oriented environment, involving the family and community, dedicated to producing life-long learners. We will consistently assess our growth to ensure the successful attainment of our goals.

CORE VALUES

Respect

Respect is at the heart of all school life. Mutual respect among students, faculty and parents propels learning. Respect grows out of shared appreciation for the honest effort that each stakeholder makes to the success of school life. A positive relationship between the teacher and student is the basis for a high achieving school environment.

Achievement

All students are expected to achieve to best prepare them for a successful future. We offer an academic course of study that gives students the opportunity to exceed performance standards for clearly stated and explicit teacher expectations driving instructional activity.

Accountability

We willingly accept the responsibility for the achievement of our students, the satisfaction of stakeholders and the wise use of resources entrusted to us.

Community

We are strongly committed to our school's relationship with our community. One cannot exist without the other. This partnership sustains our success.

Integrity

The Miami Lakes Middle School culture consistently emphasizes the discernment of right from wrong, the importance of sound decision making and good choices, and trust building principles. Integrity shown through character education principles is fundamental to becoming a responsible citizen.

Diversity

Each student is a unique individual who must be encouraged and provided opportunities to reach his or her full potential. Our educational program reflects the diversity of our community. Students enroll from many different backgrounds and we design programs and activities to maximize their participation and success.

Professional Excellence

High student achievement grows from the quality of our faculty and the support given to them. Content knowledge and instructional skill are expected. Faculty understand the learning process and are motivated, individually and collectively, to design and implement those programs that move students to higher levels of understanding. Administrators are leaders of the teaching/learning process; know their curriculum and direct instructional analysis.

Safety

The safety and security of the school environment ensures that the instructional process will proceed without concern for personal welfare. External and internal safeguards are part of daily administrative activity, and all adults understand their responsibility to maintain a tone of order and civility. Students are unencumbered by any form of harassment. Students understand that ethical and civil behavior is required in school and at all school functions.

Continuous Improvement

We recognize that our environment is changing rapidly, and that student success is based on constant self-evaluation and improvement. Data analysis is a daily routine in all aspects of school activity. A variety of assessment strategies provide instructional guidance and direction.

School Demographics

Miami Lakes Middle School serves approximately 1252 students from the Greater Hialeah/Miami Lakes surrounding towns and neighborhoods, including standard curriculum students (72 percent), ESE students (10 percent), as well as ESOL and Limited English Proficient (LEP) students (18 percent). The racial/ethnic makeup of the student population is 8 percent White (Non-Hispanic), 9 percent Black (Non-Hispanic), 80 percent Hispanic and 3 percent Asian/Indian/Multicultural. Our school serves a multi-cultural community located in northwest Miami Dade County. The community includes single family homes, multi-unit apartments and numerous businesses and industries. Our Parent Teacher Student Association (PTSA). Is active and instrumental in identifying the families most in need. They provide assistance with vouchers for our school uniforms and other forms of support and assistance. Miami Lakes Middle School also offers in interscholastic athletics program in addition to extracurricular academic activities. Our Student Services Department hosts monthly workshops to provide parenting skills training to our community. Our Student Council and the Educational Excellence School Advisory Council (EESAC) affords students the opportunity to participate and serve in civic organizations.

Miami Lakes Middle School is located on 26.01 acres in Miami Dade County at 6425 Miami Lake way North. Our main two story building houses 46 rooms, and includes a new wing that provides an additional eight rooms. The school also has 12 portables to accommodate our ever-increasing student population. The school is adjacent to Miami Lakes Park, allowing students to participate in a number of athletic activities. The school auditorium provides a setting for students to participate in special presentations. The Media Center has a variety of print and non-print resources to assist our students. It houses our closed-circuit television system, through which we televise morning announcements in addition to other broadcasts to out student body. Our computer labs provide Internet access, as well as, other educational services.

Miami Lakes Middle School employs a total of 78 full –time staff members and 11 part-time staff members. Of this group, four are administrators, 58 are classroom teachers, six are exceptional student teachers, four are guidance counselors, one Career Specialist, one TRUST counselor, one media specialist, one computer specialist, 6 are paraprofessionals, 5 are clerical employees, 16 are cafeteria workers, and 6 are custodial service workers. Of the teaching staff, 11 percent of the teachers are new to the school. The average length of time teaching in Florida is 12 years. Forty-two have advanced degrees, 3 are gifted certified and 3 are English for Speakers of Other Languages (ESOL) certified. The school adheres to policies and procedures that ensure a well-balanced racial, ethnic, and gender composition.

School Foundation

Leadership:

This section demonstrated the strength of the school (4.5) based on the results from the Organizational Performance Improvement Snapshot Survey (OPIS). The faculty and staff are highly satisfied concerning their roles in the day to day operation. In addition, the positive working environment that is evident at the school sets direction in order to satisfy our vision and mission.

District Strategic Planning Alignment:

This section resulted in one of two areas of weakness. The District Strategic Planning Alignment demonstrated an average score of 4.3. As Miami Lakes Middle School aims for excellence, this is an area that must be addressed. Even though the 4.3 average score is out of a possible 5.0, implementing the Continuous Improvement Model will involve more staff members in the goal setting phase and eventually increase involvement.

Stakeholder Engagement:

This section demonstrated the second highest score (4.4) from the OPIS. The level of satisfaction of its customers is high, however continuous survey in this area is needed to ensure customer and market focus.

Faculty & Staff:

This section demonstrated a high score of 4.4 according to the OPIS. The respondents to this survey indicated a high satisfaction with the concept of working as a team. A stronger approach to encouraging job skills to develop skills for career advancement will be addressed. This is an area where further action must be implemented to improve satisfaction.

Data/Information/Knowledge Management:

This section along with leadership indicated the highest satisfaction by obtaining a 4.5 out of 5.0. Much attention has been made to data analysis as the Instructional Improvement Team produced a curriculum map and an academic improvement model to address school-wide deficiencies.

Education Design:

This section resulted in one of two areas of weakness. The Education Design demonstrated an average score of 4.2. As Miami Lakes Middle School aims for excellence, this is an area that must be addressed. Even though the 4.2 average score is out of a possible 5.0, the administration must ensure that the process in place is well understood and supported by all. Implementing the Continuous Improvement Model and involve more staff members in curriculum issues will improve communication and support and understanding of the operational process.

Performance Results:

This section indicated an average score of 4.4 out of 5.0 on the OPIS which demonstrates that the school is performing

well in areas other than academics. Much attention has been made in addressing the social and emotional aspects of teachers and 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students in grades six through eight will improve their reading skills as evidenced by the 2006 administration of the FCAT.

Needs Assessment

An assessment of the 2005 FCAT Reading data reveals that 44 percent of students have met the state required mastery level, 58 percent have made annual learning gains, and 77 percent of students scoring in the lowest 25 percent have made adequate progress. Students in 6th grade are most successful with (1)Reference/Research and (2)Comparisons. Alternately, they need help in (1)Words/Phrases and (2)Main Idea/Purpose. The 7th grade students are most successful in (1)Main Idea and (2)Words/Phrases. The 8th grade students are most successful with (1)Word/Phrases and (2)Reference/Research. The performance in the weakest areas for each grade level reveals the need for additional help in these areas. The assessment data also demonstrates areas for improvement which include, but are not limited to the following: (1) the need for a refresher training course for CRISS-trained staff on those learning strategies which maximize reading comprehension; (2) the need for an instructional initiative which promotes reference and research skill schools wide; and (3) the need for instructional frameworks across the curriculum which encourage teachers to utilize the two-hour block to maximize learning and increase student reading achievement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6 through 8 will increase their reading skills as evidenced by a 5% increase in the percent of students scoring at or above achievement level 3 on the 2006 administration of the FCAT Reading.

Given instruction using the Sunshine State Standards, 44 percent of the Students With Disabilities will increase their reading performance as evidenced by an increase in the number of students scoring at level 3 or higher in reading.

Given instruction using the Sunshine State Standards, 44 percent of Limited English Proficiency students will increase their reading performances evidenced by an increase in the number of students scoring at level 3 or higher in reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor Academic Improvement Methods and Strategies (AIMS), an interdisciplinary enrichment program to promote student learning.	Principal	8/8/2005	5/24/2006
Develop Curriculum Maps that meet areas of deficiencies from previous FCAT	Language Arts Teacher Assistant Principal	08/08/2005	05/24/2006
Implement additional FCAT practice tools such as FCAT Explorer and textbook ancillary test-practice materials.	Language Arts Teacher Assistant Principal	08/08/2005	05/24/2006
Comply with all components of the district's Comprehensive Reading Plan	Language Arts Teacher Principal	08/08/2005	05/24/2006
Implement and monitor Compass Learning, Accelerated Reader and Read 180, (used in students with disabilities classrooms), reading programs.	ESE Department Chair Language Arts Department Chair Assistant Principal	08/08/2005	05/24/2006
Initiate the Saturday Academy Program for students scoring at all levels on the 2005 FCAT Reading Assessment.	Language Arts Teacher Assistant Principal	08/08/2005	05/24/2006
Schedule students scoring at Level 1 into intensive reading classes.	Assistant Principal	08/08/2005	05/24/2006
Identify students scoring at the lowest 25% by all teachers so that they can be targeted from specific data driven instruction.	Language Arts Teacher Assistant Principal	08/08/2005	05/24/2006

Review and monitor reading logs to ensure compliance of at-home and in-school reading requirement.	Language Arts Teacher Assistant Principal	08/08/2005	05/24/2006
Implement and monitor the Academic Improvement Methods Strategies (AIMS), a school-developed reading program to enhance comprehension.	Classroom Teacher Assistant Principal	08/08/2005	05/24/2005
Utilize hourly teacher to provide reading skills pull-out instruction to lowest 25%, Economically Disadvantaged, African American, Limited English Proficient, and Students with Disabilities on Tuesday, Wednesdays, and Thursdays for 40 minutes. The success of the pull-out tutorial program will be evaluated by the scores on the post-test.	Hourly Teacher Assistant Principal	10/12/2005	5/24/2006

Research-Based Programs

Compass Learning
 Read 180
 FCAT Explorer
 Prentice Hall Literature: Timeless Voices, Timeless Themes
 Bridges to Literature
 Writers Choice
 CRISS

Professional Development

Curriculum Mapping Inservice
 CRISS Training
 Inclusion Workshops

Evaluation

The reading portion of the 2006 FCAT will be used as the final data evaluation. In addition to the 2006 FCAT, in house pre-post exams will be used as well as the District's Quarterly Exam.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

GOAL 2 STATEMENT:

Students in grades six through eight will improve their mathematics skills as evidenced by the 2006 administration of the FCAT.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 54% of the students have met the state required mastery level and that 67% have made annual learning gains. Students in the 6th grade are most successful in the following strands: 1) Geometry, 2) Measurement, and 3) Algebraic Thinking, they need assistance in 1) Number Sense and 2) Data Analysis. The 7th grade students are most successful in 1) Geometry, 2) Data Analysis, and 3) Number Sense, they need assistance 1) Algebraic Thinking, and 2) Measurement. The 8th grade students are most successful in 1) Number Sense, 2) Geometry and 3) Data Analysis, they need assistance in 1) Measurement, and 2) Algebraic Thinking. The performance in the weakest areas for each grade level reveals the need for additional help in these areas. The students in each grade level were given an FCAT-style Pre Test (Sharpen Up on Florida Mathematics). The results indicated that in sixth grade the mean score was 36%, in seventh grade the mean score was 39%, and in eighth grade the mean score was 38%.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by a five percentage point increase in the percent of students scoring at or above achievement level 3 on the 2006 administration of the FCAT Mathematics.

Given instruction using Sunshine Standards, 50% of Students with Disabilities will increase their mathematics performance as evidenced by an increase in the number of students scoring at or above a level 3 on the 2006 FCAT Mathematics.

Given instruction using Sunshine State Standards, 50% of African American students will increase their mathematics performance as evidenced by an increase in the number of students scoring at or above level 3 on the 2006 FCAT Mathematics.

Given instruction using Sunshine State Standards, 50% of the Limited English Proficient students will increase their mathematics performance as evidenced by an increase in the number of students scoring at or above level 3 on the 2006 FCAT Mathematics.

Given instruction using Sunshine State Standards, 50% of the Economically Disadvantaged students will increase their mathematics performance as evidenced by an increase in the number of students scoring at or above level 3 on the 2006 FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide staff development activities to improve the delivery of instruction using the Sunshine State Standards for mathematics to provide and enhance mathematics applications and higher order thinking skills through the use of manipulatives, technology and hands-on activities during mathematics instruction.	Assistant Principal	08/08/2005	05/24/2006
Schedule all Level 1 students in grade six through eight into intensive mathematics classes and provide additional mathematics skills, intervention strategies to students who scored level 1 or 2 on the mathematics test as delineated on the Adequate Yearly Progress Report Data to improve student learning.	Assistant Principal	08/08/2005	05/24/2006
Schedule and coordinate FCAT Saturday Academy to assist all students and those desiring additional help in FCAT preparation. Teachers will engage in collaborative lesson planning with the	Assistant Principal	08/08/2005	05/24/2006

administration in preparing for all tutorials.			
Implement activities that will relate to a variety of career options.	Mathematics Department Chairperson Assistant Principal	08/08/2005	05/24/2006
Provide computer-based mathematics skills practice (through labs) in the classroom approach to solving real-world problems using algebraic thinking skills.	Mathematics Teacher Assistant Principal	08/08/2005	05/24/2006
Implement and monitor the Academic Improvement Methods and Strategies (AIMS), a school-developed a mathematics program to promote and increase study skills in mathematics.	Classroom Teachers Assistant Principal	8/11/2005	5/24/2006
Provide a curriculum map to every teacher in the mathematics department that highlights the activities needed to improve student performance starting with students' weaknesses as assessed from the 2005 Mathematics FCAT.	Mathematics Department Chairperson Assistant Principal	08/08/2005	05/24/2006
Implement a Saturday Academy to provide specialized mathematics instruction for 3 hours over 18 scheduled Saturdays to the Economically Disadvantaged, African American, Limited English Proficient, and Students with Disabilities. The success of the Saturday Academy will be evaluated by the scores on the post-test.	Mathematics Teachers Assistant Principal	9/17/2005	5/24/2006

Research-Based Programs

McGraw Hill/Glencoe Textbooks

CRISS

Riverdeep

Professional Development

Using Manipulatives in Mathematics

Riverdeep Training

Student Performance Indicators

Evaluation

The mathematics portion of the 2006 FCAT will be used as the final data evaluation. In addition to the 2006 FCAT results, in-house pre-post exams will be used to monitor the progress of students.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students in grade eight will improve their writing skills as evidenced by the 2006 administration of the FCAT.

Needs Assessment

An analysis of student writing performance on the 2005 FCAT Writing test indicate that 91 percent of students have met the state required mastery level. The data reveals that students have slightly declined in expository writing, scoring a 3.8. In persuasive writing the score remained a 3.7. We will aim to increase student scores for the 2005-2006 school year in the following ways: (1) Write Traits training for teachers: (2) an interdisciplinary approach to writing instruction between social studies, language arts, and reading teachers.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by a 1% performance improvement increase in the number of students with scores of 3.5 or higher on the 2006 FCAT Writing.

Given instruction using the Sunshine State Standards, economically-disadvantaged students in grade eight will improve their writing skills as evidenced by a 1% performance improvement increase in the number of students with scores of 3.5 or higher on the 2006 FCAT Writing.

Given instruction using the Sunshine State Standards, Hispanic students in grade eight will improve their writing skills as evidenced by a 1% performance improvement increase in the number of students with scores of 3.5 or higher on the 2006 FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the implementation of strategies through daily observation by administrators and peers.	Administrators	08/08/2005	05/24/2006
Implement a Saturday Academy inservice to Hispanic, and Economically Disadvantaged grade 8 students on 3 designated Saturdays for 3 hours to maximize instructional effectiveness and address specific student writing needs. The post-test exam will be utilized to evaluate the effectiveness of the inservice.	Principal	08/08/2005	05/24/2006
Implement curriculum map activities and strategies.	Language Arts Teachers Assistant Principal	08/08/2005	05/24/2006
Incorporate monthly expository and persuasive writing practice across the curriculum.	Classroom Teachers Assistant Principal	08/08/2005	05/24/2006
Incorporate monthly expository and persuasive writing practice across the curriculum.	Classroom Teachers Assistant Principal	08/08/2005	05/24/2006
Implement pre, progress and post-writing tests to address departmental writing needs and modify instruction to meet student needs.	Language Arts Teachers Assistant Principal	08/08/2005	05/24/2006
Implement an Extended Writing Curriculum in Language Arts classes.	Language Arts Teachers Assistant Principal	08/08/2005	05/24/2006

Research-Based Programs

Glencoe Writer's Choice
Write Traits Program
CRISS

Professional Development

CRISS Training
Six Traits of Writing

Evaluation

The writing portion of the 2006 FCAT will be used as the final data evaluation. In addition to the 2006 Writing FCAT, in-house pre-post exams will be used to evaluate student progress.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in grade eight will increase their science skills knowledge over previous FCAT science scores.

Needs Assessment

An analysis of the 2005 FCAT School Report indicates that the students in grade eight are on grade level in their science content knowledge. The students achieved a mean score of 286 on the 2005 Science FCAT, which is 12 points above the average score for the district.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will increase their science content knowledge as evidenced by a 3-point increase over the 2005 Science FCAT mean score of 286 on the 2006 administration of the Science FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the implementation of the curriculum map through lesson plans and benchmark assessments.	Assistant Principal	8/8/2005	5/24/2005
Provide staff development in activities to improve instruction using the Sunshine State Standards in Science.	Assistant Principal	8/8/2005	5/24/2006
Implement and monitor Academic Improvement Methods and Strategies (AIMS), an interdisciplinary enrichment program to promote student learning.	Principal	8/8/05	5/24/06
Provide a curriculum map to all science teachers which includes an instructional focus on the annually assessed benchmarks.	Department Chairperson Assistant Principal	8/8/2005	5/24/2006
Provide students with opportunities to perform scientific investigations through hands-on activities.	Department Chairperson Assistant Principal	8/8/2005	5/24/2006
Enhance student performance in science application skills by developing and implementing activities that will relate to a variety of career options.	Classroom Teacher Assistant Principal	8/8/2005	05/24/2006

Research-Based Programs

Glencoe Science Textbook

Holt Science Textbook

CRISS

Professional Development

CRISS Training

Teacher Education Courses (TEC) in science content

Student Performance Indicators

Evaluation

The grade 8 science portion of the 2006 FCAT will be used as the final data evaluation.

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

District Strategic Plan

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

GOAL 5 STATEMENT:

Parent participation in the EESAC and the PTSA membership will increase.

Needs Assessment

An analysis of parental involvement trends at Miami Lakes Middle School reveals that attendance has been high at extracurricular events such as Fine Arts productions, Book Fairs, Curriculum Fairs, Open House, Science Fairs, 6th grade Orientation and Hispanic Heritage events. However, recently parental involvement in PTSA and the EESAC has decreased. This is evidenced in the decline in participation in both organizations as well as the difficulty experienced in securing an Executive Board for the PTSA this year.

Measurable Objective

Given a school-wide emphasis on parental involvement, parental roles in school decision-making will be increased as evidenced by a 5% increase in the number of parents engaged in Parent Teacher Student Association (PTSA) and Educational Excellence School Advisory Council (EESAC) activities during the 2005-06 School Year. This will be documented in attendance rosters as compared with the 2004-05 School Year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the marquee and website to advertise PTSA and EESAC meetings.	Principal	8/8/2005	05/24/2006
Improve interaction between staff and community to foster community relations.	Principal	8/8/2005	5/24/2006
Invite parents to participate in school-wide committees and be part of the decision-making process	Assistant Principal	08/08/2005	05/24/2006
Increase partnership with Miami-Dade Public Library.	Media Specialist Assistant Principal	10/5/2005	5/24/2006
Utilize the school web site to inform parents about school events, curriculum and ways they can get involved in their child's school involved in their child's school.	Computer Specialist Principal	08/08/2005	05/24/2006
Encourage parents to participate in school field trips and after-school activities as student supervisors	Teachers Principal	08/08/2005	05/24/2006
Designate a Parent Resource Center in the Media Center.	Student Services Department Chairperson Assistant Principal	08/08/2005	05/24/2006
Sponsor family or education events throughout the year (Science Fair, Open House, Curriculum Fair, Orientation, Hispanic Heritage Show, and Fine Arts productions).	Principal Teachers	08/08/2005	05/24/2006

Research-Based Programs

National Parent Teacher Student Association

Professional Development

Provide staff development in the form of in-service trainings regarding effective communication techniques and the importance of collaboration and communication between the school, parents and community.

Evaluation

This objective will be evaluated by using the attendance rosters from the 2005-2006 school 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The percentage of parents whom agree that Miami Lakes Middle School students are safe and secure at this school will increase by five percent.

Needs Assessment

The most recent School Climate Survey reveals that 60% of students reported feeling safe and secure at Miami Lakes Middle School(MLMS). This percentage is down from 78% the prior school year. The average percentage of middle school students feeling safe and secure at their school in Miami-Dade County is 59%. That District percentage is also down from 62% the prior school year.

The survey also reveals that 72% of MLMS parents feel that their child is safe and secure at MLMS. That percentage is down from 84% the prior school year. The average percentage of parents of middle school students in Miami Dade County whom feel that their child is safe and secure in school is 70%. That percentage is also down from 74% the prior school year.

Further, the survey reveals that 72% of the MLMS staff reported feeling safe and secure at our school. This percentage is strikingly down from 97% the prior year. The average percentage of District-wide middle school staff whom feel safe and secure at their school sites is 84%. That percentage is down from 87% the prior school year.

Measurable Objective

Given emphasis to a safe and disciplined environment, a 10% increase will occur in the number of parents who report feeling safe and secure at Miami Lakes Middle School as reflected on the 2005-06 School Climate Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Eliminate Lunch Spill-out Program.	Principal	8/8/2005	5/24/2006
Increase supervisory schedule during lunch in the cafeteria.	Principal	8/8/2005	5/24/2006
Establish clear cause and effect program for student misconduct.	Assistant Principal	9/12/2005	5/24/2006
Implement a Comprehensive School Safety Plan and emergency procedures manual.	Principal	08/08/2005	05/24/2006
Communicate the discipline policies and the Code of Student Conduct to students, parents, and other stakeholders.	Administration, Faculty and Staff	08/08/2005	05/24/2006
Implement an after school detention program.	Teacher Assistant Principal	08/08/2005	05/24/2006
Present Life Skills curriculum to sixth grade students regarding decision-making, substance abuse prevention, conflict resolution and bullying.	TRUST Specialist Assistant Principal	08/08/2005	05/04/2006
Implement a Peer Mediation Program comprised of 80 trained students.	TRUST Specialist Assistant Principal	08/08/2005	05/24/2006
Participate in staff training when provided by the Safe Schools Facilitator regarding bullying/harassment prevention, conflict resolution programs, crisis management and substance abuse prevention.	Region I Safe Schools Facilitator Assistant Principal	08/08/2005	05/24/2006

Research-Based Programs

National Parent Teacher Student Association

Professional Development

The Safe Schools Facilitator will provide staff development training regarding the identification of bullying, student violence and implemented procedures to effectively increase school safety. The District Crisis Team will provide training regarding behavioral indicators requiring immediate intervention. Literature regarding safety in schools will be distributed by the Trust Specialist to all school staff.

Evaluation

This objective will be evaluated by the 2006 School Climate Survey. In addition to the 2006 School Climate Survey, peer mediation logs and attendance roster at inservice trainings provided by the Safe Schools Facilitator and District Crisis Team.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Students in grade 6-8 will increase their contact hours in the computer lab.

Needs Assessment

An assessment of the 2005 computer lab logs results demonstrate that only 24% of students are participating in the computer lab.

Measurable Objective

Given schoolwide emphasis on the use of the computer lab, an increase of 5% participation in the computer lab will be evidenced by the computer lab logs generated from the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase internet access throughout the building.	Principal	8/8/2005	5/24/2006
Promote the school's web-site as links are available to educational resources and educational web-sites.	Computer Specialist Principal	10/4/2005	5/24/2006
Impelment a schedule for mathematics teachers to use the Apple Mobile Lab.	Mathematics Department Chairperson Computer Specialist Assistant Principal	11/1/2005	5/24/2006
Implement a school-wide computer lab usage schedule.	Computer Specialist Classroom Teachers Assistant Principal	10/5/2005	5/24/2006
Improve equipment in the Vocational Technology, Business Education and Computer Labs.	Principal	10/5/2005	5/24/2006
Implement an incentive program (Breakfast Bingo) to reward students participating in the Accelerated Reader Program.	Media Specialist Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Riverdeep

Professional Development

Accelerated Reader Training
 STAR Training
 Riverdeep Training
 Copmpass Learning Training
 FCAT Explorer Training

Evaluation

The computer lab logs will be used for final data analysis.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The Physical Education department will aim to improve student awareness of living a healthier lifestyle in regards to diet, physical fitness and cognitive understanding about physical activity.

Needs Assessment

Results of the 2004-2005 FITNESSGRAM test showed that 49% of the students received awards. The students' problem areas were within the endurance, upper arm and shoulder strength, and there was an inability to run a mile in the specified time allotted by the FITNESSGRAM test according to gender and age. The strongest areas were in Flexibility and in the Trunk Lift test.

Measurable Objective

Given instruction within the physical education department that incorporates the Sunshine State Standards and the National Standards for Physical Education, 52% of students in grades six through eight that participate in the physical fitness test will receive awards as evidenced by the results of the 2005-2006 FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote involvement in school-wide athletic events.	Assistant Principal	10/6/2005	5/24/2006
Administer the Pre and Post Fitness Testing.	Physical Education Department Chairperson Assistant Principal	9/7/2005	5/24/2006
Provide activities that emphasize improvement in flexibility, cardiovascular, muscular strength and endurance.	Physical Education Department Chairperson Assistant Principal	8/8/2005	5/24/2006
Provide home learning projects on Health and Fitness, i.e. (Creating a Food Pyramid, Awareness of the need for Sun-block for skin protection), to promote a healthy lifestyle.	Physical Education Teacher Assistant Principal	9/14/2005	5/24/2006
Implement an after-school athletics program by providing cardiovascular and physical fitness activities.	Physical Education Teacher Assistant Principal	10/12/2005	5/24/2006

Research-Based Programs

FITNESSGRAM

Professional Development

Staff will attend District provided Workshops on a variety of Health and Fitness Areas such as Nutrition, Strength Training and Health Education.

Evaluation

The results of the 2005-2006 FITNESSGRAM Test will be used to evaluate the objective.

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 type="checkbox"/>	<input 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 9 STATEMENT:

Our goal is to increase participation in the number of students enrolled in elective courses.

Needs Assessment

During the 2004-2005 school year, 21% of students enrolled in the Electives and Vocational courses participated in the 24 county and district sponsored competitions. These competitions ranged from Band, Art, Business Technology (FBLA) District contest, Dade County Youth Fair, and Home and Family Consumer Sciences. The reasons for this lack of participation included limited funding and the students' level of ability in the specific areas i.e. students' knowledge of multimedia software and

Measurable Objective

Given an emphasis on elective offerings, students in grade 6-8 will increase their participation in elective offerings by 5% as compared to the 2005 participation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase awareness of elective programs at feeder elementary schools.	Assistant Principal	9/7/2005	5/24/2006
Marketing of Elective and Vocational courses and competitions to increase enrollment and participation.	Assistant Principal	08/08/2005	05/24/2006
Continue After School Practices and Tutoring in Band	Band Director Assistant Principal	08/08/2005	05/24/2006
Network with Dade Partners to sponsor events and competitions	Club Sponsors Assistant Principal	08/08/2005	05/24/2006
Implement the Atomic Learning Technology based curriculum and lesson plans in the vocational department.	Department Chairperson Assistant Principal	08/08/2005	05/24/2006

Research-Based Programs

Continuous Improvement Model

Professional Development

Business and Technology Workshops and Home Economics Workshops.

Evaluation

The master schedule will be used as the final data evaluation.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Miami Lakes Middle School will rank at or above the 95th percentile statewide in the Rate On Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Miami Lakes Middle School ranked at the 95th percentile on the State of Florida ROI index.

Measurable Objective

Miami Lakes Middle School will improve or maintain the 95th percentile rank on the State of Florida ROI index publication on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
Inform the faculty and staff about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
Monitor the shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/24/2006
Implement a Literacy Approach to classroom instruction.	Principal Classroom Teachers	12/14/2005	5/24/2006
Research reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006

Research-Based Programs

CRISS

Glencoe Instructional Materials

Prentice Hall Instructional Material

McGraw Hill Instructional Material

Read 180

Professional Development

CRISS Training

Inclusion Workshops

Curriculum Mapping Inservice

Riverdeep Training

Six Traits of Writing

Evaluation

On the next State of Florida ROI index publication Miami Lakes Middle will show progress towards maintaining or surpassing the 95th percentile.

EESAC Compliance

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

Budget:

The budget was shared with the Educational Excellence Council. An EESAC Council representative spoke with each department head regarding the budget. Each department head spoke with their respective departments and gave their suggestions to the Council for consideration.

Training:

The staff was provided with a needs assessment survey. Inservices will be scheduled accordingly.

Instructional Materials:

Through consensus management, the Educational Excellence Advisory Council evaluated school needs, and dollars were spent accordingly.

Technology:

The Educational Excellence School Advisory Council ensured that technology was infused throughout the curriculum in School Improvement strategies. Items being purchased are computers and LCD projectors.

Staffing:

As staff was hired, members of the Educational Excellence School Advisory Council, as well as department chairpersons served on the selection committees.

Student Support Services:

Parent workshops are, and will continue to be offered throughout the year to guide parents in assisting their children at home.

Other Matters of Resource Allocation:

The Parent Resource Center is available for parents to check out materials in order to assist their children at home.

Benchmarking:

Throughout the course of the year, the Educational Excellence Council reviews the goals of the School Improvement Plan to assess progress.

School Safety & Discipline:

School Advisory Council to inform them of any concerns. A detention hall has been established in which the Educational Excellence School Advisory Council helped establish criteria for.

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