
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6741 - Ponce de Leon Middle School

FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: JoAnne Gans

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ponce de Leon Middle School

Ponce de Leon Middle (PDLMS) functions as secondary public school entity of Miami-Dade County Public Schools and exists to facilitate the academic, social, and individual development of its primary customers, hereto referred to as students. The school is comprised of a full-time gifted program, a special unit dedicated to offering services to severely emotionally handicapped, and a comprehensive, bilingual curriculum content program for limited English proficient students.

In the 2005-2006 school year Ponce de Leon Middle School achieved candidate status as accredited by the International Baccalaureate Middle Years Programme Organization. In addition we are proud to announce the commencement of an International Studies Program. The International Studies program is a collaborative effort between the consulates of Spain, France, and Italy, the Office for Bilingual Education of Miami-Dade County Public Schools, and Ponce de Leon Middle School. In 2005 our International Education magnet program was awarded the prestigious Magnet Schools of America "Magnet School of Distinction" award. In 2004 Ponce de Leon Middle School was awarded Peace School of the Year award. The school also benefits from a renowned, self-contained gifted program, servicing gifted students both within and beyond our school boundaries. Ponce de Leon Middle School continues to have Professional Development School designation with the University of Miami, utilizing emerging technologies with the cumulative ability and interest in technology shared by all teachers.

The Educational Excellence Student Advisory Council (EESAC), in conjunction with the PDLMS senior leadership, faculty, and staff, has reviewed the needs of the school. Together they have developed the following in accordance with and in order to meet federal, state, and district requirements:

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading performance as evidenced by a five percentage point increase in the number of students scoring Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State standards, African American Students will improve their reading performance as evidenced by a twenty-two percentage point increase to meet the NCLB requirement of forty four percent of students scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State standards, Economically Disadvantaged Students will improve their reading performance as evidenced by an eight percentage point increase to meet the NCLB requirement of forty eight percent of students scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State standards, Limited English Proficient Students will improve their reading performance as evidenced by a thirty percentage point increase to meet the NCLB requirement of forty eight percent of students scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State standards, Students with Disabilities will improve their reading performance as evidenced by a thirty-four percentage point increase to meet the NCLB requirement of forty eight percent of students scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, at least 50 percent of students scoring in the lowest 25th percentile will make annual learning gains when comparing scores from the 2004/2005 FCAT Reading test to the 2005/2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, students in grade six through eight will improve their mathematics performance as evidenced by a five percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT, while fifty percent of each subgroup identified in the NCLB requirements will score at State mastery level.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their mathematics performance as evidenced by a thirty-eight percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, African American students will increase their mathematics performance as evidenced by a thirty percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher in the administration of the 2006 FCAT.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics performance as evidenced by a twenty percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the administration of the 2006 FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics performance as evidenced by a nine percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase of three percent of students reaching the State required mastery level of 3.5 or higher on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their science process skills as evidenced by earning a mean scale score to meet or exceed the State mean scale score on the 2006 administration of the FCAT by improving their performance on the four tested strands.

Given the assistance of Informed Families and the Community Involvement Specialist, parent attendance at parent events will increase.

Given the implementation of the school-wide conflict resolution program, students in grades six through eight will utilize positive conflict resolution strategies as evidenced by a five percent decrease in incidents of fighting, according to the student case management report.

Given the use of effective technology integration, all students in the eighth grade will create a technology rich project in each subject area.

Given instruction using the Sunshine State Standards in Physical Fitness, students in grades six through eight will be able to pass the Presidential Physical Fitness Test, as evidenced by a five percentage point increase in the numbers of students achieving this goal in the 2005-2006 school year when compared to the 2004-2005 school year.

Given an evaluation of the five IBMYP areas of interaction: Approaches to Learning, Community and Service, Environment, Homo Faber, and Health and Social Education. PDLMS will align the IBMYP areas of interaction with the curriculum for the eight core academic areas: language arts, mathematics, science, humanities, technology, physical education, world languages and art.

Ponce de Leon Middle School will improve its ranking on the State of Florida ROI index publication from the 74th percentile in 2003-2004 to the 75th percentile on the next publication of the index.

According to the Organizational Performance Improvement Snapshot Assessment Survey, certain areas of growth have been identified by faculty and staff at Ponce de Leon Middle School. Eighty-eight percent of the faculty and staff responded and two areas of great need have been identified. According to category 2a, only thirty-three percent of those surveyed feel that the organization solicits individual ideas. Another major area for improvement is category 6a. only thirty-four percent of the faculty believes it has the resources to effectively do their job.

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.

Ponce de Leon Middle School

VISION

Ponce de Leon Middle School will be an "A" school which meets stakeholders' expectations by providing all students with a strong academic foundation, a sound moral character, and the requisite skills, including the use of technology, to meet the Sunshine State Standards and become successful citizens within our learning community. Ponce de Leon Middle School holds the following beliefs as the motivation for all endeavors undertaken by the school: we are dedicated to quality - quality of service, quality of relationships, and quality of communications; we believe that we should be, for all who are involved, a place of realized potential and a safe-learning community for all; and we believe that our responsibility is to our students, to our employees, and to the community and the society that we serve.

MISSION

It is the mission of Ponce de Leon Middle School to provide its students with a safe, academically challenging, and culturally diverse learning environment which fosters the development of a strong character and intellect. It is our goal to assist students in reaching their maximum potential and to grow into responsible, skilled, and productive 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.

School Demographics

Ponce de Leon Middle School is a magnet school of choice, has earned Candidate Status with the International Baccalaureate Organisation (IBMY), and is a designated Title I school for the first time. Ponce de Leon Middle School provides basic educational services based on the Sunshine State Standards to students in grades six through eight. The school is also comprised of a full-time gifted program, a special unit dedicated to offering services to emotionally handicapped and severely emotionally disturbed students through the Bertha Abbess program, and a comprehensive bilingual curriculum content program for Limited English Proficient students. The instructional program follows the Competency-Based Curriculum (CBC) and ranges from remedial to high school credit courses. As an International Education magnet school, the study of one of three modern languages is a requirement for all standard curriculum students. Ponce de Leon Middle School has also implemented the International Studies program in the following three languages: Spanish, Italian, and French. The school offers a comprehensive vocational technology program and emphasizes computer-assisted learning by offering Internet accessibility in every classroom in addition to offering a school-wide access 30-station computer laboratory located on campus. Instruction is provided in traditional classroom settings and is enhanced through computer-based applications. School-to-home connections are fostered through access to teacher email addresses, parent/teacher conferences, Pinnacle Parent Viewer (on-line Gradebook), and/or websites as well as monthly newsletters.

Ponce de Leon Middle School employs a total of 114 full-time staff members and 14 part-time staff members. Of this group, 4 are administrators, 78 are classroom teachers, 5 are guidance personnel, 10 are clerical employees, 10 are custodians, 6 are security monitors, 9 are cafeteria workers, 5 are paraprofessionals, 1 is a library media specialist, 1 is a reading specialist, 1 is a magnet lead teacher, and 2 are computer specialists. The teaching staff includes 21 percent new to the school, 91 percent are considered highly qualified, according to No Child Left Behind (NCLB). One teacher is Nationally Board certified. The school staff ethnic ratios are as follows: 18 percent White non-Hispanic, 30 percent Black non-Hispanic, 47 percent Hispanic, and 6 percent Asian.

Ponce de Leon Middle School serves 1,332 students from the surrounding neighborhood as well as beyond its boundaries for students enrolled in the International Education/International Studies magnet program. The student population includes standard curriculum students (71 percent), ESE non-gifted students (14 percent), gifted students (15 percent), Limited English Proficiency (LEP) students (9 percent), and economically disadvantaged students (73 percent). The ESE population can be further broken down as follows: 195 gifted, 129 specific learning disabled, 32 emotionally handicapped, 15 severely emotionally disturbed, 4 educable mentally handicapped, 2 hearing impaired, 1 orthopedically impaired, and 3 other health impaired students. The declared ethnic/racial makeup of the student population is 71 percent Hispanic, 18 percent Black, 9 percent White, and 2 percent Asian/Indian/Multiracial. Two hundred sixty-three students (20 percent) are attending Ponce de Leon Middle School on a transfer. Nine hundred nine (68 percent) are bussed. The annual student attendance percentage for the 2004-05 school year was 94.09 percent. Recognizing the unique needs of these key student groups, the school provides a full-time self-contained gifted program, a Bilingual Curriculum Content (BCC) program for LEP students of two years or less in the country, and an inclusion program for selected exceptional education students.

In the 2005-2006 school year, enrollment at Ponce de Leon Middle School has decreased by 11 percent. The decrease is attributable to a variety of factors. The 2005 academic year is the first year that is being impacted by the third grade retention requirement. Therefore, sixth grade enrollment in 2005 is reduced to 385 students from 500 students in 2004. In addition, enrollment is affected by competition from nearby private and charter schools coupled with budgetary constraints district wide.

Ponce de Leon Middle School has identified several issues concerning challenges in learning. Among these are Ponce de Leon Middle School students are highly mobile and frequently miss days of school. In fact, the school daily attendance rate for the 2004-2005 school year was 94.09 percent, ranking Ponce de Leon Middle School thirty-second among all M-DCPS middle schools. Ponce de Leon Middle School has identified parental participation as an area of growth. On student attitudinal surveys, students

rate the school with an average grade of "C". School climate surveys also indicate that approximately half of the student population lacks the desire to come to school. It has been determined that 73 percent of students are economically disadvantaged. Consequently, Ponce de Leon Middle School qualified as Title I for the 2005 school year.

School Foundation

Leadership:

The PDLMS senior leadership team consists of a Principal, three Assistant Principals, one Magnet Lead Teacher, one Reading Specialist, ten Department Chairpersons, nine Team Leaders, EESAC and PTSA. According to the Organizational Performance Improvement Snapshot Assessment Survey, leadership is one of PDLMS's strengths, since it ranked second highest by category average. Sixty eight percent of the faculty strongly agrees that they know the organization's mission. Forty seven percent of the faculty strongly agrees that the leadership encourages professional development. Incorporating faculty input into overall decision-making is an area of growth because this area only received an average score of 3.8.

District Strategic Planning Alignment:

Faculty and staff members are viewed as leaders within the school and are involved in grade level, departmental, and management groups that work collaboratively to build consensus through effective communication and sharing mechanisms. Even though PDLMS sees each person as a specialist in his/her area with unique insights and contributions to the consensus building process, the survey reveal that this is our greatest opportunity for improvement. According to the Organizational Performance Improvement Snapshot Assessment Survey, at least forty-five percent of the faculty feels that the organization needs to seek more input from them. Since this is almost half of the faculty, PDLMS needs to further self assess in order to find methods to make a majority, if not all, teachers feel as if their input is solicited, respected, and utilized.

At Ponce de Leon Middle School, department chairs continually assess training needs within departments and in turn with the principal and assistant principal. Following the end of the school cycle, the administration and department chairs solicit feedback regarding various training sessions. Subsequent future professional development is modified pursuant to the results of the feedback obtained. Nonetheless, Ponce de Leon Middle School must find more ways to build consensus.

Stakeholder Engagement:

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Faculty & Staff:

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Data/Information/Knowledge Management:

Faculty and staff members are viewed as instructional leaders within the school and are involved in grade level, departmental and management groups that work collaboratively to build consensus through effective communication. Results of the Organizational Performance Assessment Survey indicate that faculty and staff members strongly agree that pertinent information and student data are organized, disseminated, and utilized within the school in an expeditious manner. Information and data are shared with faculty members through several venues, such as faculty meetings, team meetings, department meetings, designated early release days and during professional development opportunities. Faculty members are strongly encouraged to utilize this information in lesson planning for differentiated instruction and small group settings. Students are grouped according to content cluster analysis acquired from Student Performance Indicators (SPI).

Education Design:

Ponce de Leon Middle School offers a variety of supplemental reading services to students during the day, after school, and on Saturdays. All students scoring Level one or Level two based on the reading portion of the 2005 FCAT results are placed in a remedial reading elective. The America Reads pull-out tutoring program is offered to the students scoring in lower Level two Monday through Friday during homeroom and elective classes. The Reading Specialist has selected 25 students from each grade level to participate in this program. University of Miami law students volunteer on Tuesday and Thursday afternoons from 3:45 – 5:00 pm to tutor upper level 2 students in reading. All students scoring Level one are placed in a remedial intensive mathematics elective. Additionally, a mathematics tutoring program is offered on Monday through Thursday through the mathematics department. Students in National Junior Honor Society volunteer after school on Tuesday and Thursday to tutor low Level two students in mathematics.

Ponce de Leon Middle School is also implementing a Saturday Academy from August to May to instruct all students in the areas of reading, writing, and mathematics. Another program that Ponce de Leon Middle School is proud to offer is the After School All Stars. Bertha Abbess offers an after-school program that targets twenty emotionally handicapped and severely emotionally disabled students.

Ponce de Leon Middle School has been implementing the Eight-Step Continuous Improvement Model. Our school uses the students' FCAT test scores and additional academic data sources to identify instructional groups. Teachers develop an instructional focus calendar that encompasses all objective areas and time allocations based on the needs

of the student groups. Using the calendar, teachers deliver the instructional focus lessons. After the instructional focus lessons have been taught, the school will administer quarterly assessments to identify mastery and non-mastery students. Tutorials are provided to reteach non-mastered target areas along with enrichment opportunities for mastery students. Materials are also provided for ongoing maintenance and re-teaching. The principal and assistant principals assume the role of instructional leaders and are continuously monitoring the teaching and learning process. The model is based on Best Practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups, and supports data-driven decision making and differentiated instruction.

Ponce de Leon Middle School actively encourages faculty to identify students who may be eligible for either advanced or gifted classes. Once a gifted recommendation has been made, the school psychologist evaluates the student for eligibility. If the student is determined to be eligible for gifted, the staffing specialist meets with the parents and teachers in order to identify the best placement for achieving the identified gifted goals and objectives.

Ponce de Leon Middle School provides students a complete program in either an advanced track or full-time gifted program. In 2005/2006 academic year students are able to register for either advanced classes or, if eligible, gifted classes in science, mathematics, language arts, and social studies. In the 2005/2006 academic year, 194 students are enrolled in the gifted program and 656 in advanced classes. PDLMS also provides opportunities for advanced students to obtain high school credits at PDLMS. The following courses are offered at PDLMS for high school credit: Earth and Space Science, Algebra I, Spanish I, Italian I, French I, and Japanese I.

Performance Results:

Faculty and staff members are viewed as leaders within the school and are involved in grade level, departmental, and management groups that work collaboratively to build consensus through effective communication and sharing mechanisms. Even though PDLMS sees each person as a specialist in his/her area with unique insights and contributions to the consensus building process, the survey reveal that this is our greatest opportunity for improvement. According to the Organizational Performance Improvement Snapshot Assessment Survey, at least forty-five percent of the faculty feels that the organization needs to seek more input from them. Since this is almost half of the faculty, PDLMS needs to further self assess in order to find methods to make a majority, if not all, teachers feel as if their input is solicited, respected, and utilized.

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Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

The processes of recruiting, hiring, and retaining employees are controlled both inside and outside of the school. PDLMS's partnership with The University of Miami College of Education, as well as networking within the District, creates relationships which help with the recruitment process. Once teachers are deemed eligible for hire by the school district, they are then interviewed at the school site by the department chairperson, the assistant principal for curriculum, and the principal. An attempt is made to hire teachers with an interest in becoming involved in school activities to meet the varying needs of the school. Candidates who meet the specifications of the open position are recommended to the principal by the District and others. The principal along with the department chair and assistant principal interviews the top three candidates for the position. After the interviews they discuss the candidates and rank them as to order of preference in hiring. Finally, PDLMS encourages professional growth among its employees and maintains an open attitude to exploring new opportunities within its own system, new teachers take part in a beginning teacher program designed to provide necessary support for successful teaching experiences, and longevity of employment is honored.

The average teacher at PDLMS has been at the school between 5 to 10 years. The administration acknowledges longevity by recognizing their service at fifth, tenth, and fifteenth year anniversaries. The administration provides teachers with several outlets for recognition including the teacher of the month, awards given at the end of the year luncheon for specialized services, announcements at faculty meetings, and other appropriate tokens of appreciation. . Outside of PDLMS, some benefits include, but are not limited to, Teacher of the Year Award, the Paraprofessional of the Year Award, the Clerical of the Year, and the Principal and Assistant Principal of the Year Award. Aside from special recognition, the PDLMS provides professional performance feedback through a Professional Assessment and Comprehensive Evaluation System (PACES), a formal evaluation system. This system assesses all faculty members on a yearly basis and motivates them to engage in continuous self-evaluation to improve student performance and capability. Department chairs are made to feel like part of a team by the administrative and leadership teams through support and positive reinforcement. Teachers are given the opportunities to volunteer for additional responsibilities to enhance their career or personal development. For example, teachers are encouraged to assist the administrators with day-to-day and long-range administrative duties relating to school performance, student attendance and discipline, curriculum, and community relations. Thus teachers may broaden their expertise at their discretion.

PDLMS leaders monitor employee satisfaction and motivation through personal interactions and comprehensive surveying. This twofold picture offers a more accurate assessment of employee satisfaction, as well as the foundation to formulate strategies and action plans to improve employee well being. To this end, employees meet monthly within their departments and at after school faculty meetings. PDLMS also operates under an open door policy that allows individuals the opportunity to meet privately with administrators and department chairs. The United Teachers of Dade (UTD) offers another outlet that helps the school determine employee satisfaction. The union steward is available to discuss employee issues and, if necessary, to operate as a bargaining agent.

Additionally, PDLMS relies on statistical data gathered from the School Climate Survey, a formal questionnaire to determine factors that affect faculty and staff satisfaction. This survey identifies areas of strength and weakness providing insight into specific issues that may interfere with employee satisfaction and resulting performance.

• Highly Qualified, Certified Administrators:

Jo Anne Gans - Principal

Jo Anne Gans has been the principal of PDLMS since March 2003. She has been an educator for over twenty-five years and has earned a Specialist in Educational Leadership, a Masters of Science in Physical Education, and a Bachelor of Science in Physical Education. Ms. Gans has honed her educational background at all levels of education. She has worked in the challenging environment of elementary, middle school, and high school. In the 2003-2004 academic year PDLMS's overall FCAT grade was a "C." In the 2004-2005, PDLMS raised FCAT scores enough to be only nine points away from earning an overall school grade of "B." Ms. Gans is also the designated Alternate Liaison for Middle School Principals.

Ana Bravo – Assistant Principal

Ana Bravo has called PDLMS home since 2003. She is presently the Assistant Principal for Curriculum; however, she started at PDLMS as the Assistant Principal for Discipline and Attendance. Ana Bravo was an educational specialist for Title I in Region IV. This multi-faceted experience, plus over ten years of educational expertise, allows her to have deep insight into the educational process and in assessing the needs of low performing students. She has earned a Bachelor of Science in Special Education and a certificate in Educational Leadership, and she is ESOL and META endorsed. In 2003, by using innovative motivational methods, she increased attendance at PDLMS to 94.04 percent, this is an increase of .42 percent. Her wealth of background allows her to address the needs of lower performing students because she has seen first-hand the problems brought by disruptions and poor attendance.

Elieser Siles – Assistant Principal

Elieser Siles is the Assistant Principal for School Operations and Extra Curricular Activities. He brought his exuberant energy to PDLMS in 2003. Mr. Siles has a Masters of Science in Educational Leadership, and a Bachelor of Education in Elementary Education, and is ESOL and META endorsed. In the 2004-2005 academic year Mr. Siles was the Assistant Principal over activities. Under his direction, school clubs have increased to eighteen clubs, reflecting an increase of seventy three percent. School sports have grown from only two sports to eighteen sports, thus more students benefit by positive participation in sports and greater exposure to positive and encouraging role models.

Deborah Marano – Assistant Principal

Deborah Marano started at PDLMS in August 2005, and she is PDLMS's newest administrative acquisition. She is the Assistant Principal for Exceptional Student Education and Attendance. She has a Masters in Educational Leadership, and a Bachelor of Science in Education, and is META endorsed. Ms. Marano brings twenty-six years of educational background to her present position. She began her career in education as a teacher of the emotionally handicapped in New York City. She became an assistant principal at Jose de Diego Middle School. Ms. Marano gained experience in serving a Title I school. Therefore, she has hands on experience in addressing the needs of a diverse school population with varying exceptionalities and challenging economic requirements. She has become an expert at using creative incentives to encourage student performance.

• Teacher Mentoring:

Ponce de Leon Middle School adheres to the policies and procedures set forth by the District's PACES manual. At the onset of the school year, beginning teachers are identified and scheduled to participate in a four day District orientation regarding Miami-Dade County Public Schools policies and procedures. At the school site, new teachers are greeted by the administrative team in order to familiarize them with school site guidelines and procedures. In addition, annual contract teachers are provided with a Professional Growth Team (PGT) to further assist with procedural guidelines and best instructional practices. District Curriculum Support Specialist, Assistant Principal for Curriculum, Reading Coach, and Subject Area Department Chairs also provide mentoring to all teachers, focusing on how to disaggregate data, develop, and organize instructional practices.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Ponce de Leon Middle School is composed of the Principal, and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. EESAC fosters an atmosphere of professional cooperation among all stakeholders to help create a learning environment that supports the school's vision, mission, and core values. The EESAC is involved in developing the School Improvement Plan (SIP) and recommends the financial resources that should be expended to ensure the successful implementation of the SIP. This includes recommending student services, Saturday academy, after-school tutorials, professional development, funding for technology, and student incentives. Specifically, the EESAC accepts grant applications and then makes appropriations based on funds that will be used to directly impact school improvement. The council plans to meet on the following dates during the 2005-2006 school year: August 31, 2005, September 7, 2005, October 12, 2005 November 9, 2005, January 11, 2006, February 8, 2006, March 8, 2005, April 5, 2006, and May 10, 2006.

• Extended Learning Opportunities

Ponce de Leon Middle School offers a variety of supplemental reading services to students during the day, after school, and on Saturdays. All students scoring at achievement Level one and Level two are placed in a remedial reading elective. The America Reads pull-out tutoring program is offered to the students scoring in lower level two Monday through Friday during homeroom and elective classes. The reading specialist has selected 25 students from each grade level to participate in this program. University of Miami law students volunteer on Tuesday and Thursday afternoons from 3:45 – 5:00 pm to tutor upper level 2 students in reading. All students scoring level one are placed in a remedial intensive mathematics elective. Additionally, a mathematics tutoring program is offered on Monday through Thursday through the mathematics department. Students in NJHS volunteer after school on Tuesday and Thursday to tutor low level two students in mathematics.

Ponce de Leon Middle School is also implementing a Saturday Academy from August to May to instruct all students in the areas of reading, writing, and mathematics. Saturday Academy is available from 9:00 A.M. – 12:00 P.M. and is supervised by two faculty members.

Another program that Ponce de Leon Middle School is proud to offer is the After School All Stars. Students are offered home learning assistance, tutoring, drama instruction, a recreational fitness program, and technology through Classworks on the computer.

Bertha Abbes offers an after-school program that targets twenty emotionally handicapped and severely emotionally disabled students. The program provides home learning, social and personal skills guidance, fitness instruction, reading tutoring, technology, and a snack. The program includes a therapist and is administered by two teachers.

• School Wide Improvement Model

Ponce de Leon Middle School has been implementing the Eight-Step Continuous Improvement Model. Our school uses the students' FCAT test scores and additional academic data sources to identify instructional groups. Teachers develop an instructional focus calendar that encompasses all objective areas and time allocations based on the needs of the student groups. Using the calendar, teachers deliver the instructional focus lessons. After the instructional focus lessons have been taught, the school will administer quarterly assessments to identify mastery and non-mastery students. Tutorials are provided to reteach non-mastered target areas along with enrichment opportunities for mastery students. Materials are also provided for ongoing maintenance and reteaching. The principal and assistant principals assume the role of instructional leaders and are continuously monitoring the teaching and learning process. The model is based on Best Practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups, and supports data-driven decision making and differentiated instruction.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students will improve their reading skills.

Needs Assessment

Results of the 2005 Florida Comprehensive Assessment Test (FCAT) reading portion indicate that 49 percent of students have met the state required mastery level, 57 percent have made annual learning gains, and 70 percent of students scoring in the lowest 25 percent have made adequate progress. The 2005 Adequate Yearly Progress (AYP) Report indicates that students in four identified subgroups, African American Students, Limited English Proficient Students, Economically Disadvantaged Students and Students with Disabilities did not make adequate yearly progress according to the No Child Left Behind (NCLB) requirements. Specifically, students in grade six exhibited instructional needs in the area of Words and Phrases, while students in grades seven and eight revealed significant needs in the area of Comparison and Contrast.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading performance as evidenced by a five percentage point increase in the number of students scoring Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State standards, African American Students will improve their reading performance as evidenced by a twenty-two percentage point increase to meet the NCLB requirement of forty four percent of students scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State standards, Economically Disadvantaged Students will improve their reading performance as evidenced by an eight percentage point increase to meet the NCLB requirement of forty eight percent of students scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State standards, Limited English Proficient Students will improve their reading performance as evidenced by a thirty percentage point increase to meet the NCLB requirement of forty eight percent of students scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State standards, Students with Disabilities will improve their reading performance as evidenced by a thirty-four percentage point increase to meet the NCLB requirement of forty eight percent of students scoring at Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, at least 50 percent of students scoring in the lowest 25th percentile will make annual learning gains when comparing scores from the 2004/2005 FCAT Reading test to the 2005/2006 FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students who would benefit from Advanced and Gifted Language Arts classes based on the 2005 FCAT results and class performance. Assess and reassign students as needed. Monitor student performance to ensure appropriate progression.	Assistant Principal	8/8/05	5/24/06
Implement Literacy Framework Model in all reading classes, providing differentiated instruction in vocabulary, comprehension and fluency, with additional instruction in phonics and phonemic awareness for students in Intensive Reading Plus classes utilizing Read XL Series in Intensive	Reading Coach Assistant Principal	8/8/05	5/24/06

Reading and Scholastic Read 180 in Intensive Reading Plus and ESE Reading classes.			
Develop Literacy Leadership Team to oversee implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) throughout all classes.	Assistant Principal for Curriculum Reading Coach Assistant Principal	8/8/05	5/24/06
Continue the America Reads! Pull out tutoring program to assist and monitor students scoring in the lowest 25 percent, as well as those students identified by the NCLB subgroups.	Reading Coach Assistant Principal	8/8/05	5/24/06
Conduct student S.W.A.T. (Students Working on Academic Targets) sessions with students to enable them to see individualized data and to set academic and career goals for the year.	Assistant Principal Reading Coach	8/8/05	5/24/06
Develop an Academic Improvement Plan (AIP) for each student not meeting state-developed criteria on the 2005 FCAT to incorporate instructional strategies such as Reciprocal Teaching, CRISS, Guided Reading, Reading Aloud, and before, during and after reading strategies.	Assistant Principal Reading Coach	8/8/05	5/24/06
. Enroll FCAT Achievement Levels 1 and 2 students in Intensive Reading classes and FCAT Achievement Levels 1 and 2 students with deficits in decoding during Intensive Reading Plus classes in addition to their required Language Arts class. Utilize the Oral Reading Fluency (ORF) to assess progress made by FCAT Level 1 and 2 students. Administer the Diagnostic Assessment of Reading (DAR) for students not exhibiting progress after the second administration of the ORF, and instructional technology pre-tests, such as Gates MacGinitie, to determine reading levels and design instruction accordingly.	Assistant Principal Reading Coach	08/08/05	05/24/06

Research-Based Programs

Read 180

Read XL

McDougall Littell Series

Professional Development

Provide staff development opportunities in and modeling of Creating Independent Student-owned Strategies (CRISS), Reciprocal Teaching, Literacy Framework Model, Comprehensive Research-Based Reading Plan (CRRP), Differentiated Instruction, Best Practices, and training on the Student Performance Indicators (SPI) and Student Performance (SP) Snapshot for all teachers.

Evaluation

This objective will be measured by results of the 2006 FCAT Reading Test. In addition to results from the Oral Reading Fluency (ORF), and Gates MacGinitie.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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 2 STATEMENT:

Fifty percent of all students will meet the State required mastery level on the 2006 administration of the FCAT Mathematics Test.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that fifty two percent of students have met the State required mastery level and that sixty five percent have made annual learning gains. The following subgroups recognized by NCLB standards did not meet adequate yearly progress: Students with Disabilities, African American, Economically Disadvantaged and Limited English Proficiency students. Specifically, the needs assessments indicate that eighth grade students require remediation in Measurement, Geometry, and Algebraic Thinking. The seventh grade students require remediation in measurement and algebraic thinking, as well as Number Sense. The sixth grade students require remediation in Algebraic Thinking and Number Sense.

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 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 grade six through eight will improve their mathematics performance as evidenced by a five percentage point increase in the percent of students scoring FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT, while fifty percent of each subgroup identified in the NCLB requirements will score at State mastery level.

Given instruction using the Sunshine State Standards, Students with Disabilities will increase their mathematics performance as evidenced by a thirty-eight percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, African American students will increase their mathematics performance as evidenced by a thirty percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher in the administration of the 2006 FCAT.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics performance as evidenced by a twenty percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the administration of the 2006 FCAT.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics performance as evidenced by a nine percentage point increase to attain the NCLB requirements of fifty percent of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer mathematics diagnostic test to all students via Edusoft in order to identify, provide and monitor individualized instruction where appropriate.	Assistant Principal for Curriculum Mathematics Department Chair	08/08/05	05/24/06
Conduct student S.W.A.T. (Students Working on Academic Targets) sessions with students to enable them to see individualized data and to set academic and career goals for the year.	Assistant Principal for Curriculum	08/08/05	05/24/06
Enroll FCAT Achievement Level 1 students into Intensive Mathematics, in addition to their mathematics classes.	Assistant Principal for Curriculum	08/08/05	05/24/06
Provide staff development opportunities for all mathematics teachers through mentoring, modeling of lessons, and training in areas such as content	Assistant Principal for Curriculum Mathematics Department Chair	08/08/05	05/24/06

cluster analysis, Riverdeep, Snapshot, Edusoft and other existing resources			
Create an after school mathematics tutoring program for students in selected NCLB subgroups.	Assistant Principal for Curriculum	08/08/05	05/24/06
Develop and implement a mathematics paraprofessional pull-out program to provide extra assistance to lower-achieving students in sixth grade.	Assistant Principal for Curriculum Mathematics Department Chair	08/08/05	5/24/06
Use manipulatives and instructional technology, such as Riverdeep, as teacher tools throughout all mathematics classes.	Assistant Principal for Curriculum Mathematics Department Chair	08/08/05	05/24/06
Identify students who would benefit from Advanced and Gifted Mathematics classes based on the 2005 FCAT results and class performance. Assess and reassign students as needed. Monitor student performance to ensure appropriate progression.	Assistant Principal for Curriculum Mathematics Department Chair	08/08/05	05/24/06

Research-Based Programs

CORE - Glencoe/McGraw SUPPLEMENT

Riverdeep

Professional Development

Provide staff development opportunities for all mathematics teachers through mentoring, modeling of lessons, and training in areas such as content cluster analysis, Riverdeep, Snapshot, and other existing resources. In addition, teachers will receive training in Edusoft

Evaluation

This objective will be evaluated by results of the 2006 FCAT, as well as scores on the in-house pre-test/post-test. In addition, quarterly assessments administered by the District will provide formative assessments, which will be used to monitor progress towards the objective. Mathematics teacher lesson plans will be evaluated during PACES observations. Teachers will utilize Edusoft to monitor growth in their classrooms.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

Eighty-one percent of eighth grade students will increase writing skills.

Needs Assessment

Results of the 2005 FCAT Writing Test indicate that 78 percent of students in grade eight have met the State required mastery level. The same test results indicate that the students achieved higher levels of mastery when responding to a persuasive prompt than when responding to an expository prompt

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase of three percent of students reaching the State required mastery level of 3.5 or higher on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer FCAT Writing pre/post tests to all students to determine student needs and modify instruction.	Principal Assistant Principal Language Arts Department Chair	08/08/05	05/24/06
Provide and monitor quarterly assessments and writing practice opportunities for all students in responding to a prompt by requiring midterm and final essay exams in the FCAT format.	Principal Assistant Principal Language Arts Department Chair	08/08/05	05/24/06
Continue the Language Arts research paper requirement for all eighth grade students.	Principal Assistant Principal Language Arts Department Chair	08/08/05	5/24/06
Provide and monitor writing practice for all students by requiring at least one essay every other week in Language Arts classes.	Principal Assistant Principal Language Arts Department Chair	08/08/05	05/24/06
Design classroom instruction strategies to improve writing performance by including adding details, word choice, figurative language, voice, sentence fluency and variation, transitions, and introducing and concluding arguments.	Principal Assistant Principal Language Arts Department Chair	08/08/05	05/24/06

Research-Based Programs

Language of Literature Series

Write Traits Training

Professional Development

1. Train all teachers in holistic scoring practices and existing resources and monitor implementation through classroom observations.
2. Provide professional growth opportunities through mentoring and training.
3. Enable teachers to model effective writing practice lessons to their colleagues.
4. Provide training for all teachers and parents in their home language on writing strategies for shared, guided, and independent writing activities.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Writing Test. Quarterly reports will provide formative assessments which will be used to monitor progress toward the objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Students will improve their science process skills.

Needs Assessment

Results of the 2005 FCAT Science Test indicate that students achieved above the District average (272), yet scored below the State average (291) with a mean scale score of 275. Students correctly answered six items (46%) in Physical Science and Chemical Science, five items (42%) in Earth and Space Science, six items (46%) in Life and Environment and six items (46%) in Scientific Thinking. After analyzing the data it is clear that there is a need for on-going assessments to identify the students' ability to master the Sunshine State Standards and a CRISS trained staff that will increase science concepts. In addition, it has been determined that science teachers need professional development in implementing various strategies which directly relate to the elements being presented in the FCAT Science Test.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eight will improve their science process skills as evidenced by earning a mean scale score to meet or exceed the State mean scale score on the 2006 administration of the FCAT by improving their performance on the four tested strands.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate and implement the Scope and Sequence for Comprehensive Science 1, 2, 3 and Earth and Space Science as suggested by the Department of Math and Science into the Ponce de Leon Science Curriculum Maps. Integration under district guidelines will be used in order to improve instructional design and address FCAT Benchmarks.	Assistant Principal for Curriculum Science Department Chair	08/08/05	05/24/06
Update and improve Science curriculum maps three times a year in professional learning communities.	Assistant Principal for Curriculum Science Department Chair	08/08/05	05/24/06
Continue with the second year of the Technology Leadership Program – Enhancing Education Through Technology (EETT) to implement a comprehensive technology system in order to improve student achievement through the use of search engines, presentation programs, cognitive organizers, and word processing software.	Assistant Principal for Curriculum Science Department Chair	08/08/05	05/24/06
Implement of the SciTEC standards-based, online science program which complements existing curriculum and enables students to understand major science concepts and principles included on standardized tests, such as Science FCAT.	Assistant Principal for Curriculum Science Department Chair	08/08/05	05/24/06
Expand the use of the Riverdeep program as a resource of technology-based activities for science classes at all levels to promote higher level thinking skills, through student skill reinforcement and discovery activities.	Assistant Principal for Curriculum Science Department Chair	08/08/05	05/24/06
Expand the Science Engineering Communication Mathematics Enhancement (SECME) Program by increasing student membership and exposure to competitions where resolutions to real-life scenarios are encountered.	Assistant Principal for Curriculum Science Department Chair	08/08/05	05/24/06

Research-Based Programs

Glencoe Florida Edition of Science Voyages

SciTEC program.

Alliance+ program.

Riverdeep

Professional Development

1. Afford the teachers the training and time to analyze the results of the 2005 Science FCAT using Student Performance Indicators (SPI) and SPSnapshot. SPSnapshot™ an online tool that provides analyses of standardized test scores and demographic characteristics.
2. Provide the teachers in the science department with training on how to assess FCAT benchmarks using the Edusoft software.
3. Expand Project CRISS (CReating Independence through Student-owned Strategies) training to all science department members.
4. Supply the Science teachers with the technology training to use the SciTEC standards-based online science student program, the Alliance+ program (Center of Improved Science Education and Engineering at the Stevens Institute of Technology) and the Rutgers Univ. Institute of Marine and Coastal Sciences program 'Coastal Ocean Observation Laboratory'.
5. Provide all teachers in the science department with training on how to use the Riverdeep program in science classes at all levels.
6. Offer the teacher technology training through EETT on a variety of software to enhance student achievement.

Evaluation

1. This objective will be evaluated by the results on the 2006 FCAT Science Test. Quarterly assessments will provide formative data which will be used by teachers to collaborate on curriculum maps and lesson plans by grade level to meet required objectives and adjust student Academic Improvement Plans (AIP).
2. Improvement of instruction as a result of refinement of science curriculum maps and use of hands-on software which enforces specific concepts and strategies to further student performance towards meeting AIP requirements.

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 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 checked="" type="checkbox"/>

GOAL 5 STATEMENT:

In the 2005-2006 parent attendance will increase at PDLMS parent events.

Needs Assessment

Parents are the key to academic success. An assessment of attendance at parent events during the 2004-2005 academic school year reveal that on average only twelve percent of parents attended. Therefore, it has been determined that to achieve our academic goals, parents must become more involved in parent events.

Measurable Objective

Given the assistance of Informed Families and the Community Involvement Specialist, parent attendance at parent events will increase.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct monthly parental meetings to keep parents apprised of current and upcoming events.	Assistant Principal Community Involvement Specialist	08/08/05	05/24/06
Create, maintain, and distribute a monthly newsletter by Informed Families which will include PTSA information.	Assistant Principal	08/08/05	05/24/06
Maintain an interactive PDLMS home page with PTSA information, an online Gradebook, e-mail access to administrators, faculty, and PTSA board members.	Assistant Principal Technology Coordinator	08/08/05	05/24/06
Sponsor special area of interest events in ESOL, Gifted, International Baccalaureate, and magnet tours of the school, and Good Morning Magnet Parents! Breakfast meetings.	Assistant Principal Magnet Lead Teacher	08/08/05	05/24/06
Purchase and maintain a marquee to notify parents of special events.	Assistant Principal	08/08/05	05/24/06

Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National PTSA.
Informed Families

Professional Development

Not Applicable

Evaluation

This objective will be measured by a five percent increase in parent attendance at PDLMS sponsored events, as evidenced by sign in sheets.

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 checked="" type="checkbox"/>

GOAL 6 STATEMENT:

The number of students involved in incidents of fighting will decrease.

Needs Assessment

Student safety is instrumental and key to achieving learning gains and strengthening academic achievement. In the 2004-2005 academic year there were 315 incidents of fighting. An analysis of these situations determined that even some fighting decreased the overall sense of student safety, parental satisfaction and added to a deterioration of the overall school climate.

Measurable Objective

Given the implementation of the school-wide conflict resolution program, students in grades six through eight will utilize positive conflict resolution strategies as evidenced by a five percent decrease in incidents of fighting, according to the student case management report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct mediation training for students in grades six through eight so students can be peer mediators and students can access mediators rather than resort to fighting.	Principal Assistant Principal for Curriculum Student Services	08/08/05	05/24/06
Implement Second Step, a violence prevention program in grades six through eight.	Principal Assistant Principal for Curriculum Social Studies teachers	08/08/05	05/24/06
Conduct a faculty training in order to teach the concept of positive behavior management, which will decrease the number of incidents of fighting.	Principal Assistant Principal Positive Behavior Support Team	08/08/05	05/24/06
Implement the Ponce Explorer Nonviolent Initiative (PENI) activities throughout the school-year to promote awareness of peaceful conflict resolution methods.	Principal Assistant Principal for Curriculum TRUST Counselor	08/08/05	05/24/06
Establish a school-wide reward system using passports for positive behavior.	Principal Assistant Principals Positive Behavior Support Team	08/08/05	05/24/06
Establish a school- wide club sponsored by the Non-Violence Project which will increase student knowledge of peaceful problem resolution and provide an environment to encourage a sense of ethical, social, and neighborhood responsibility	Principal Assistant Principal TRUST counselor	08/08/05	05/24/06

Research-Based Programs

Second-Step Violence Prevention Program

Professional Development

Second-Step Violence Prevention Program.

Positive Behavior Support Team

Evaluation

In the 2005-2006 academic year, Ponce de Leon Middle School will have 169 incidents of fighting or less, reflecting a five decrease.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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 7 STATEMENT:

Provide students with opportunities to actively use technology and facilitate their use of electronic resources.

Needs Assessment

Prior to the completion of grade eight, students are to reach technology literacy as described by NETS*S by attaining levels of performance indicators as referred to under six broad categories: basic operations and concepts, social, ethical, and human issues, technology productivity tools, technology communications tools, technology research tools, and technology problem-solving and decision-making tools.

Measurable Objective

Given the use of effective technology integration, all students in the eighth grade will create a technology rich project in each subject area.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate and implement the NETS*S standards into the Ponce de Leon curriculum maps in all subject areas. Integration of NETS*S standards will be used in order to improve instructional design and address required levels of performance under the framework of technology literacy.	Assistant Principal	08/08/05	05/24/06
Continue with the second year of the Technology Leadership Program – Enhancing Education Through Technology (EETT) to implement a comprehensive technology system in order to improve student achievement through the use of search engines, presentation programs, cognitive organizers, and word processing software.	Assistant Principal Technology	08/08/05	05/24/06
Implementation in Science of the SciTEC standards-based, online science program which complements the use of technology and existing curriculum and enables students to understand major science concepts and principles included on standardized tests, such as Science FCAT. SciTEC uses the Internet to deliver standards-based, interactive learning modules that feature content, streaming video, simulations, animations, graphics, and a series of assessment tools	Assistant Principal	08/08/05	05/24/06
Expand the use of the Riverdeep program as a resource of technology-based activities for science classes at all levels to promote higher level thinking skills, through student skill reinforcement and discovery activities	Assistant Principal	08/08/05	05/24/06
Implement the NETS*S standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.	Assistant Principal	08/08/05	05/24/06

Research-Based Programs

Utilize the Riverdeep program

Professional Development

1. Teacher training will focus on the NETS*S's definition of the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings and the NETS*S standards. These standards will serve as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.
2. Afford teachers the training and time to analyze the results of the 2005 FCAT using Student Performance Indicators (SPI) and SPSSnapshot. SPSSnapshot™ is an online tool that provides analyses of standardized test scores and demographic characteristics.
3. Provide the teachers with training on how to assess FCAT benchmarks using the Edusoft software and ExamView test generator.
4. Expand teacher technology training through EETT on a variety of software to enhance student achievement.
5. Supply the Science teachers with the technology training to use the SciTEC standards-based online science student program, the Alliance+ program (Center of Improved Science Education and Engineering at the Stevens Institute of Technology) and the Rutgers Univ. Institute of Marine and Coastal Sciences program 'Coastal Ocean Observation Laboratory'.
6. Provide all teachers in the science department with training on how to use the Riverdeep program in science classes at all levels.

Evaluation

This objective will be evaluated by the number of students who complete a technology rich project in each subject area, either individually or cooperatively.

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

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District Strategic Plan

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

GOAL 8 STATEMENT:

The number of students passing the Presidential Physical Fitness Test will increase.

Needs Assessment

Physical Fitness is imperative to both a child's health and the educational program offered at Ponce de Leon Middle School. An analysis of the 2004-2005 Physical Fitness report shows that twenty-eight percent of the students meet the minimum health-related standard.

Measurable Objective

Given instruction using the Sunshine State Standards in Physical Fitness, students in grades six through eight will be able to pass the Presidential Physical Fitness Test, as evidenced by a five percentage point increase in the numbers of students achieving this goal in the 2005-2006 school year when compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct pre-test and post-test sessions. Results of these exams will show student area of success and need for improvement.	Assistant Principal Physical Fitness Teachers	08/08/05	05/24/06
Develop a sense of responsibility in students for their own well being and for their physical health in accordance with the curriculum established by the IBMYP.	Assistant Principal Physical Fitness Teachers	08/08/05	05/24/06
Conduct quarterly practice exams in physical education classes.	Assistant Principal Physical Fitness Teachers	08/08/05	05/24/06
Conduct physical education department meetings where best practices are shared and individual goals are set for each class and individual child.	Assistant Principal Physical Fitness Teachers	08/08/05	05/24/06
Provide opportunities for students to participate in intramural competitions before and after school as a motivational tool to increase student physical fitness.	Principal Assistant Principal Physical Fitness Teachers	08/08/05	05/24/06
Provide quarterly incentives for students showing progress in physical education.	Principal Assistant Principal Physical Fitness Teachers	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Given the need for Physical Fitness, the Physical Fitness Test (FITNESSGRAM) will be used to determine student success and need for improvements. Results from a school developed pre-test and post-test will be used to monitor progress towards the objective and modify instruction accordingly.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Ponce de Leon Middle School will align local and state curriculum standards with the prescribed IBMYP which will facilitate the integration of arts and humanities appreciation in order to develop the whole child.

Needs Assessment

PDLMS curriculum maps reveal that enhancements to the curriculum have been lacking because of the need for remediation.

Measurable Objective

Given an evaluation of the five IBMYP areas of interaction: Approaches to Learning, Community and Service, Environment, Homo Faber, and Health and Social Education. PDLMS will align the IBMYP areas of interaction with the curriculum for the eight core academic areas: language arts, mathematics, science, humanities, technology, physical education, world languages and art.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Attend IBMYP Level I workshops.	Assistant Principal for Curriculum Magnet Lead Teacher	08/08/05	05/24/06
Attend in-house IBMYP workshops.	Assistant Principal for Curriculum Magnet Lead Teacher	08/08/05	05/24/06
Attend weekly subject area meetings to address needed changes and additions to the curriculum.	Assistant Principal for Curriculum Magnet Lead Teacher	08/08/05	05/24/06
Arrange teacher workshops in the Middle Years Programme with the assistance of Magnet Schools and Parental Options.	Assistant Principal for Curriculum Magnet Lead Teacher	08/08/05	05/24/06
The Magnet Lead Teacher and the IBMYP teachers will conference to align the curriculum maps to IBMYP standards.	Assistant Principal for Curriculum Magnet Lead Teacher	08/08/05	05/24/06
Create and align electives with the state, district, and IBMYP standards.	Assistant Principal for Curriculum Magnet Lead Teachers Department Chairs	08/08/05	05/24/06
Assess the curriculum maps at PDLMS.	Assistant Principal for Curriculum Magnet Lead Teacher	08/08/05	05/24/06

Research-Based Programs

International Baccalaureate Middle Years Programme

Professional Development

Teachers will attend International Baccalaureate Middle Years Programme training.

Evaluation

This objective will be measured once Application Part B is submitted for review and approval by the IBMYP.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Ponce de Leon Middle School will improve its ranking in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003-2004, Ponce de Leon Middle School ranked at the 74th percentile on the State of Florida ROI index.

Measurable Objective

Ponce de Leon Middle School will improve its ranking on the State of Florida ROI index publication from the 74th percentile in 2003-2004 to the 75th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide information for stakeholders to become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principals	08/08/05	05/24/06
Collaborate with the District on resource allocation.	Principal Assistant Principals	08/08/05	05/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principals	08/08/05	05/24/06
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principals	08/08/05	05/24/06

Research-Based Programs

Not Applicable

Professional Development

1. Provide opportunities for all stakeholders to acquire information regarding financial resources.
2. Provide all stakeholders with information about grant opportunities that will financially support academic goals.

Evaluation

On the next State of Florida ROI index publication, Ponce de Leon Middle Community School will show progress toward the 75th percentile.

EESAC Compliance

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

Budget:

EESAC will consider allocating funds to school sponsored activities if it is determined that they will further advance the academic goals of PDLMS. Matters regarding the budget and finances are consistently discussed at the EESAC meetings.

Training:

The EESAC recommends that EESAC members be provided Teacher Education Center (TEC) credit for EESAC participation. EESAC continues to support the concept of staff development occurring outside of classroom time. Teachers participating in staff development generally do so on Saturdays, early release days and approved district workshops, providing them with stipend pay.

Instructional Materials:

The EESAC recommends the appropriation of monies for the purchase of Student Academic Portfolios, the duplicating of FCAT pre/post test materials, ancillary materials for the America Reads tutoring program, supplies for the student mediation program, and Second Step instructional materials.

Technology:

The EESAC recommends the continued infusion of instructional technology through the purchasing of emerging technologies and software applications to support on-going student achievement. Currently, we have over 500 student stations on the school wide network with Internet connectivity.

Staffing:

The EESAC recommends that issues relevant to staffing are discussed at EESAC meetings. EESAC membership should remain consistent with student enrollment fluctuations and staffing needs. Preservice teachers from the University of Miami assist teachers in the delivery of classroom instruction. In addition, the EESAC has provided monetary compensation to the College Work Study Program at the University of Miami in order to support the America Reads tutoring program.

Student Support Services:

The EESAC recommends the continuation of an after school extended library hours program, in which volunteers assist students on a one-to-one basis. Students who do not meet State Standards and are in need of remediation are selected to receive this service. The service is intended to improve reading and mathematics scores as stated in our School Improvement Plan.

Other Matters of Resource Allocation:

The EESAC recommends the development of a student incentive program in order to motivate students to perform well on standardized tests.

Benchmarking:

The EESAC recommends the frequent review of the School Improvement Plan (SIP) to determine progress. It is a permanent agenda item for all EESAC meetings. All stakeholders are invited to our meetings to provide updates on specific objectives.

School Safety & Discipline:

The EESAC recommends that stakeholders raise concerns and suggestion at meetings as they relate to student safety and discipline as well as invites speakers to present on school safety issues.

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