
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6781 - Richmond Heights Middle School

FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Mona Jackson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Richmond Heights Middle School

Richmond Heights Middle School is a Science/Zoo Magnet school serving a large geographic area with a multi-ethnic student population of 1332. Richmond Heights Middle School has a large special education program, which serves students with a wide range of exceptionalities, including a full academic gifted program. The administration, staff, parents, and business community are united in their efforts to provide students with a competency-based learning environment designed to increase student achievement and improve critical thinking skills. Richmond Heights Middle School has carefully analyzed and evaluated pertinent data such as the Demographic and Academic Profile, FCAT norm-Reference Test Results, and the 2005 Florida Writing Assessment test Results. Consequently, Richmond Heights Middle School, in conjunction with the Educational Excellence School Advisory Council, and based upon the Organizational Performance Snapshot, the school identified two areas of concern: 1. District Strategic Planning Alignment had mean score of 3.9; and 2. Business Results had a mean score of 4.0.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent of students reaching the state required mastery level on the 2006 FCAT Reading Test. Given instruction based on the Sunshine State Standards, African-American students will improve their reading skills as evidenced by 44 percent scoring level 3 or higher on the administration of the 2006 FCAT Reading Test. Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent scoring level 3 or higher on the administration of the 2006 FCAT Reading Test. Given instruction based on the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 44 percent scoring level 3 or higher on the administration of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level on the 2006 FCAT Mathematics Test. Given instruction based on the Sunshine State Standards, African-American students will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level on the administration of the 2006 FCAT Mathematics Test. Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level on the administration of the 2006 FCAT Mathematics Test. Given instruction based upon the Sunshine State Standards, Students With Disabilities will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level on the administration of the 2006 FCAT Mathematics Test.

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

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase of two points (from 275 to 277) on the mean scale score as documented by the 2006 FCAT Science Test.

Given data regarding parental involvement, the school will increase the number of parents that join the Parent/Teacher/Student Association by one percent in 2005-2006 as compared to 2004-2005 evidenced by PTSA Membership Rosters.

Given data from the 2004-2005 Executive Summary of the Student Case Management System Report, the school will decrease the number of out-of-school suspensions by three percent as compared to the 2005-2006 Executive Summary of the Student Case Management System Report.

Given an increased emphasis on the use of technology, all teachers will use the school-purchased electronic gradebook for classes for the 2005-2006 school year.

Given instruction in physical education classes physical education classes, the school will achieve an annual increase of 3 percent award recipients as measured by the 2005-2006 FITNESSGRAM as compared to the 2004-2005 school year's percentage of award winners.

Given instruction in the fine or performing arts, the school will increase the number of performance opportunities for students in 2005-2006 by 3 percent when compared to the number in 2004-2005 school year.

Richmond Heights Middle School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 70th percentile in 2004 to the 75th percentile on the next publication of the index.

Based upon the results of the Organizational Performance Snapshot, the school identified two areas of concern: 1) District Strategic Planning Alignment - The school will focus on more effectively implementing strategic planning. Teachers completed base-line data regarding the development of Professional Learning Communities. Professional Learning Communities will be implemented during the 2005-2006 school year. Faculty will become more aware of strategic planning and its importance to monitoring success in the school. 2) Performance Results - Faculty will utilize data to provide a roadmap for improving student attendance and discipline. These areas impact student performance.

Strategies to achieve these objectives include the continued utilization of Competency-Based Curriculum and the Sunshine State Standards, the implementation of the Accelerated Reader program, READ 180, Progress Monitoring and Reporting Network (PMRN), the use of computer labs equipped with Advanced Learning System Diagnostic software, Accelerated Math program, Glencoe and Prentice Hall mathematics software programs, the expansion of technology infusion into the curriculum, a sustained silent reading program, use of classroom libraries, manipulatives, Creating Independence Thru Student-Owned Strategies (CRISS), and an increase of inclusion classes throughout the school. Staff development will continue through reading books, e.g., *When Kids Can't Read*, booklets, e.g., *Reading*

Next, Comprehensive Reading Plan, Mathematics and Science Literacy – Bridges to Careers, SciTech software program, Write Traits and Inclusion. Strategies are designed for all subgroups identified in No Child Left Behind (NCLB).

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.

Richmond Heights Middle School

VISION

Richmond Heights Middle School is a model school in which students achieve in spite of environmental factors, and they have a sense of community and actively provide support to programs which sponsor people in need. It has a safe learning environment where all stakeholders (students, parents, teachers, community members, and administrators) believe, "Every child can learn." Every child does actually learn. Parents are integrally involved in education. Briefly, Richmond is a model school where meaningful learning happens every day, and students enjoy it.

MISSION

Richmond Heights Middle School's Mission is to improve upon students' abilities to read, write, comprehend and articulate through an integrated curriculum which prepares all students for the diversely multicultural and technological world of this twenty-first century.

CORE VALUES

See District's Core Values.

School Demographics

Richmond Heights Middle School provides services to students in grades six through eight. These services are based on the Sunshine State Standards. The school has a Science Zoo Magnet program, full-time gifted program, self-contained Emotionally Handicapped unit, Educable Mentally Handicapped and Specific Learning Disabilities programs delivered in a varying exceptionality mode. Instruction is provided in a flexible block schedule and is enhanced through technology-based activities. Some of the advanced students are enrolled in advanced mathematics classes at a high school in close proximity. In addition, we have students who participate at Florida International University's (FIU) Partnership in Academic Communities (PAC) program, which focuses on math and science. A few of those students also participate in the College Reach-Out Program (CROP).

Richmond Heights Middle School employs a total of 122 full-time staff members and 12 part-time staff members. Of the full-time staff, four are administrators; one is a TRUST specialist; four are guidance counselors; one is a career specialist; 80 are teachers; 6 are paraprofessionals; 8 are clerical; one is a media specialist; one is a computer specialist; 2 are cafeteria workers; 5 are security monitors, and 10 are custodial service workers. Twelve of the teachers are new to this school. Thirty-two teachers hold advanced degrees. One teacher is Nationally Board Certified.

Richmond Heights Middle School is located on 23.10 acres in southwestern Miami-Dade County at 15015 Southwest 103 Avenue. It was established in 1963. We have two buildings; one is newly opened. We have eight on-site classrooms, including 1 portable (with four classrooms) in addition to three off-site portable classrooms at Miami-Dade County's Metrozoo for our zoo magnet program. All building classrooms have been wired for Internet and Intranet and have an average of three to four computers in each. There is also a professional laboratory which has three computers. The school continues to purchase technology and training for its various departments.

Richmond Heights Middle School serves 1332 students from the surrounding neighborhood. We also have a zoo magnet program for science. Our student population is made up of standard curriculum students (74%), ESE students (22%), and ESOL students (4%). The ethnic/racial makeup of the student population is 41.96% African-American, 44.89% Hispanic, 9% Anglo, 1.6% Asian, .15% Indian, and 2.25% multi-racial. The mobility rate is 38%. The students at Richmond Heights Middle School are socioeconomically diverse. Their income brackets range from low to upper middle.

School Foundation

Leadership:

Richmond Heights Middle School has a strong leadership team. The principal leads by example and uses the school's values to guide the faculty and staff. The faculty and staff are aware of the school's mission statement which is to focus upon students' abilities to read, write, comprehend, and articulate through an integrated curriculum which prepares all students for the diversely multicultural and technological world of this twenty-first century. The school's mission statement is posted in all classrooms. The principal meets regularly with the faculty and staff in faculty meetings, team meetings, department chair meetings, literacy leadership team meetings, Educational Excellence School Advisory Council (EESAC) meetings, administrative team meetings, and others. All faculty and staff are encouraged to pursue additional degrees/certification. Thirty teachers have advanced degrees and all of the paraprofessionals are pursuing studies leading to paraprofessional certification. One security monitor has an Associate of Arts degree. The pool substitute has a medical degree. One teacher has a law degree and the principal recently earned a doctorate degree in education. Fifteen teachers have obtained advanced degrees since joining the faculty at Richmond Heights Middle School. Two teachers have a doctorate degree and one is national board certified. Five teachers are pursuing reading endorsements. According to the results of the Organizational Performance Improvement Snapshot the principal needs to provide more opportunities for faculty and staff feedback for teacher feedback, e.g., school report card, informal assessments, inservice needs, and preferred subjects in master schedule. Additionally, the following strengths were noted: organization mission, principal shares information about the organization; and faculty and staff are encouraged to advance their careers.

District Strategic Planning Alignment:

Opportunities are provided for faculty and staff to participate in strategic planning. Brainstorming sessions are conducted to identify school concerns. Teachers and others are encouraged to volunteer to work on committees to address school concerns, e.g., attendance, safety, technology and curriculum. Faculty and staff are involved in decisions and actions that impact the school. Teachers were involved in helping to design the school's new building that opened in 2002-2003 school year. Teachers via departments and teams worked in planning groups to develop strategies aimed at improving student achievement. After a review of the Sunshine State Standards, teachers aligned their curriculum with state benchmarks and changed their course sequence in order to ensure appropriate topics were taught prior to administration of the FCAT (Florida Comprehensive Assessment Test). There are 12 new teachers on the staff. Efforts should be increased to involve new teachers in the school's strategic plan. Additionally, teachers in math and science have been involved in a project that encouraged them to reflect upon what and how they taught through the Data on Enacted Curriculum. Teachers compared student results with delivery methods to determine effectiveness. Teachers completed base-line data for developing professional learning communities. Professional Learning Communities will be implemented during the 2005-2006 school year. Based upon the results of the Organizational Performance Improvement Snapshot, faculty needs more opportunities to provide input regarding the school's future.

Stakeholder Engagement:

Richmond Heights Middle School uses a variety of methods to connect school and community for parents. We have such organizations as EESAC, PTSA, and Zoo Booster. The Miami Alumnae Chapter of Delta Sigma Theta Sorority Incorporated and the 5000 Role Models provide mentoring programs for our students. In addition, we work with the Richmond Heights Retirement Association as part of a mentoring/tutorial program. Saturday Academy as well as

math, science and language arts nights are academic initiatives in which parent participation is a key component of their children's success. The Community-Oriented Policing Service (COPS) program is sponsored by the Florida Highway Patrol to assist eighty students per year. Volunteers from the community serve in many capacities of the school. All areas work together in the pursuit of excellence. PTSA has sponsored several events. The administration conducts orientation for new parents twice a year in addition to Parent Days, Open House, articulation, curriculum fair and resource fair. Due to the multicultural population of the school, we feel it is necessary to learn about each other in the true spirit of community. Entertainers and entertainment representing Africa, Spain, Cuba, Italy, Haiti, and more, provide fun, music and dance for all to enjoy. Parents bring in foods which represent their own cultures during "Night of the Nations." Hundreds attend this annual event, and there is always enough food for everyone. The school also sponsors a Hispanic Heritage festival, and the whole Richmond Heights family is invited. Some students have been enrolled in multicultural studies. The parents and guardians of the students are from low to upper middle income areas. The school has foster homes in its boundaries. Parents and staff are invited to complete school climate surveys annually. Parents completed a Parent Survey during Open House (September 21, 2005) and can complete a School Survey form when they visit the school. Parents and faculty meet frequently to discuss student progress. These meetings are conducted in teams. Several parents serve as chaperones for school activities. Parents are able to serve as volunteers in the school. In response to the statement, "I ask my customers if they are satisfied or dissatisfied with my work" the stakeholders indicated a score of 4.0 on a scale of 5.0. This was the weakest area in this category on the Organizational Performance Improvement Snapshot.

Faculty & Staff:

Faculty and staff frequently assess the progress of their students and collaborate on strategies designed to improve the delivery of instruction and ultimately, student success. Results of the School Climate Survey have been used to analyze the overall function of the school. Eighty-nine percent of teachers felt that annual teacher evaluations are used to improve teacher performance. The school has eight interdisciplinary teams. Teachers conduct parent conferences, student meetings, planning sessions and professional duties in teams and/or departments. Each department has identified goals to be met during the school year. Teachers have joined professional learning communities to improve their abilities to deliver instruction and to improve student achievement. Teachers are currently involved in vertical teaming with other core teachers in the Miami Southridge Feeder Pattern. The opportunity to articulate with other subject area teachers will improve student performance. According to the Organizational Performance Improvement Snapshot, the school needs to provide more opportunities for stakeholders to be recognized for their efforts; although it frequently allows them to make changes that improve their work.

Data/Information/Knowledge Management:

Eighty-two percent of teachers that responded to the School Climate Survey felt that inservice programs keep them informed of the latest educational strategies. The school frequently provides inservices in language arts, science, math, and technology during early release days and teacher planning days. These workshops have focused on ways to raise student performance in reading and math. These workshops have also provided training for teachers on test data interpretation. The principal also conducted a data analysis inservice for faculty during opening of school activities. Teachers have been encouraged to participate in the District's Virtual Schoolhouse. Teachers also pursue Teacher Education Center credit for professionalization and recertification. Faculty and EESAC have reviewed test score results. Meetings have been conducted with parents to develop academic improvement plans, educational plans, and individualized education plans and interpretation of test results. FCAT test results and Oral Reading Fluency results indicate that student performance is improving; however, we will continue to monitor the education delivery process. Analysis of the PACES evaluation for the past four years indicates that teachers need to increase their fluency in providing students with skills to enable thinking. In order to address this need, Richmond has

received assistance from District staff. Two administrators and three teachers participated in an inservice on data analysis. This workshop was provided by the Florida Department of Education. According to the Organizational Performance Improvement Snapshot, the school needs to provide more information to the stakeholders about how the school progresses. Additionally, faculty and staff feel that they are able to analyze the quality of their work and make the necessary decisions about their work, based upon the analyses.

Education Design:

Richmond Heights Middle School has identified issues concerning improvement in education design and support process improvement. Among these is the Richmond Heights Middle School 30 percent mobility rate. The school will encourage parents to participate in the Parent Academy. The school will provide workshops for parents and offer assistance to those who are homeless and/or are expressing a need for support, e.g., assistance in finding a job. Efforts will be made to meet with parents of foster home students to identify the concerns that they are having with students and meet with staff to see how students' problems can be resolved. Perhaps this will decrease the amount of movement to new foster homes. The administrative staff will continue to identify foster homes within its boundary. The school has made tremendous strides in providing technology to its students and faculty. The technology committee will identify funding sources for technology. The school is targeted by the attendance boundary committee due to the change in configuration of Devon Aire and Frank C. Martin Elementary Schools. The school has been a Title I school for two years and has not met adequate yearly progress. After school tutoring and Saturday academy will be provided to students in grades six to eight to improve academic performance. According to the Organizational Performance Improvement Snapshot, the school needs to provide additional resources for faculty and staff to do their jobs, as funds become available.

Performance Results:

According to the School Climate Survey (2004-2005), sixty-nine percent of teachers felt that adequate disciplinary measures are used to deal with disruptive behavior. Only nine percent of the teachers felt that school violence prevented them from doing the best possible job at this school. Eighty-four percent of the teachers believed that the school is safe and secure. According to the MDCPS Student Case Management System's Executive Summary, 2004-2005, 466 students were placed on outdoor suspensions while 382 were assigned indoor suspensions. Strategies to provide alternatives to outdoor suspension will continue to be implemented. Most importantly, the Code of Student Conduct will be followed by administrators. The attendance rate during the 2004-2005 school year was 93.88 percent. An attendance committee has been organized, and an action plan is being implemented to increase student attendance. The school will seek ways to address its concerns regarding overage students in middle school. The PTSA and other community groups will continue to provide incentives to improve student attendance and behavior through recognition programs such as "Student of the Week." According to the Organizational Performance Improvement Snapshot, the school must continue to utilize data to provide a roadmap for improving student attendance and discipline. These areas strongly impact student performance and school performance.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

The following actions were taken to attract and retain high-quality, highly qualified teachers: principal and teachers attended a recruitment fair; maintain school website; conduct monthly beginning teacher meetings to provide support to new teachers; provide buddy teachers for new staff; provide professional development opportunities; and encourage teachers to pursue advanced degrees.

The following teachers are highly qualified to teach Reading:

Edna Jackson, #074046, has a Bachelors and is certified in Language Arts 5-8, Elementary Education, and Early Childhood. She has been an educator for 33 years. She has effectively used Reciprocal Teaching strategies and graphic organizers to raise Reading scores. She was previously enrolled in a program seeking a Masters degree. She serves as a team leader. Natasha Jackson, #234055, has a Masters in Reading. She is certified in Social Science 5-9 and Reading K-12. She has been a teacher for six years. She keeps abreast of current trends in reading through conferences and professional literature. Lynn Forsht, #190743, has a Bachelors in Reading. She is the Reading Leader. She has taught Reading in elementary and middle school. She is certified in Middle Grades English and has been a teacher for 14 years. She has been trained in Clinical Supervision, informal Reading inventory testing, CRISS, and Reciprocal Teaching. Danielle Ellis, #220985, teaches Reading. She has a Masters in Reading and a Bachelors in English. She is certified in Reading K-12, Middle Grades English, and English 6-12. She served as a team leader and is the yearbook advisor. Dayami Torres, #238247, has a Masters in Reading and is certified in Reading K-12. She serves as the Special Education department chair.

The following teachers are highly qualified to teach Language Arts:

Lois Seaman, #147255, has a Bachelors in English. She is certified in English 5-9 and 6-12. She has been teaching for 22 years. She serves as department chair, EESAC chair and sponsors the National Junior Honor Society(NJHS)/Future Educators of America. She has been trained in CRISS strategies, FCAT technology programs and Read Alouds. Sam Pierson, #192076, has a Bachelors in English and a Masters in Hospitality Management. He is certified in English middle grades. He has been teaching for 12 years. He has been trained in CRISS strategies and Reciprocal Teaching. Connie Monroe, #164149, has a Bachelors and Masters degree. She is certified in secondary English, Library Media, and ESOL. She has been teaching for 19 years. She serves as team leader and student council sponsor. She has been trained in Reciprocal Teaching and CRISS strategies. Terri Frazier, #193748, has a Bachelors and Masters degree. She is certified in ESOL and Language Arts. She has been teaching for 12 years. She has been trained on data analysis. Loren Valentine-Reyes, #276374, has a Bachelors and Masters in Elementary Education. She is certified in K-6 and 5-9. She has been teaching seven years. She has been trained in textbook on-line programs. Melanie Roberts, #236220, has a Bachelors in Elementary Education. She is certified in Elementary Education and is ESOL endorsed. She has been teaching for seven years. She has been trained in CRISS strategies and data analysis. Mary Finlan, #270533, has a Bachelors in Humanities. She is certified in English 5-9 and 6-12. She has been teaching for two years. She has been trained in CRISS strategies, Write Traits and Read Alouds.

The following teachers are highly qualified to teach Mathematics:

Alice Host, #193549, has a Bachelors and Masters Degree in Mathematics. She has been teaching for 12 years. She is certified in Mathematics 6-12 and has Gifted Middle School Math Endorsement. She has been trained in Vertical Teaming Strategies and is applying for National Board Professional Teaching Certification. Zoila Damiano, #220379, has a Masters in Mathematics. She has been teaching for six years. She is certified in Mathematics 5-9. Valencia Falco, #230812, has a Masters in Elementary Education. She has taught for eight years. She serves as a team leader and has been trained in Mathematics in Context, Reciprocal Teaching, Vertical Teaming, and Video Supported Mathematics Programs. Yvette Philip, #189600, has a Masters in Mathematics. She is certified in Mathematics 5-9. She teaches Mathematics 6. She has been in the education field for 16 years. Maria Demeritte, #143078, has a Masters in Mathematics. She has been teaching for 21 years. She is certified in Mathematics 7-12. She served as the Mathematics department chair for four years. She has been trained in CRISS strategies,

Vertical Teaming, and Mathematics in Context. She served as the mathematics club sponsor for four years and involved students in District and State mathematics competitions. Gustavo Batlle, #254481, has a degree in Business Administration and Business Finance. He is certified in mathematics 6-9. He has taught for three years. He has been trained in Vertical Teaming. Robert McHugh, #261409, has a Bachelors degree. He is certified in mathematics 5-9. He has been teaching three years. He has been trained in Vertical Teaming. Brenda Woodson, #161514, has a Masters in mathematics and a Specialist in Educational Leadership. She is certified in mathematics 6-12 and business education. She teaches Mathematics 8, Algebra 1 and Algebra I Honors. She is the Middle School Coordinator and mathematics department chair. She has been trained in Vertical Teaming, College Board, and Mathematics in Context. Margaret Corbett, #150718, has a Bachelors in Varying Exceptionalities. She is certified in middle school math 5-9. She has taught for 16 years. She has served as Special Education department chair and is currently the Special Education Program Specialist. Judith Chico-Roman, #219924, has a Bachelors in Psychology/Biology, Masters in Elementary Education, and Specialist in Educational Leadership. She is certified in Elementary Education, Educational Leadership, and she has Gifted and ESOL endorsements. She has been teaching for eight years in the Gifted program. She serves as a team leader and Gifted department chair. Timothy Medley, #117005, has a Bachelors degree. He has been teaching for two years. He is certified to teach Middle Grades Mathematics. He assists with the 5,000 Role Models Program. He has been trained on the implementation of FCAT Explorer. Mattie Jordan, #223036, has a Bachelors in Business Administration and Masters in Mathematics. She is certified in Special Education and Middle Grades Mathematics. She has been teaching for one year. Keisha Bell, #203200, has a Bachelors degree. She is certified in Elementary Education 1-6. She has been teaching for ten years. She has been trained on Data Analysis. Oladimeji Elebute, #275317, has a Bachelors degree. He is certified in Mathematics 5-9. He has been teaching for three months. He has been trained in Data Analysis. Beth Logan, #064547, has a Bachelors in Mental Retardation. She is certified in Mentally Handicapped. She has been teaching for 20 years. She has been trained on using FCAT Strategies.

The following teachers are highly qualified to teach Science:

Dr. Suzanne Banas, #133337, has a Bachelors in Biology, a Masters in Learning Disabilities and Emotionally Handicapped, and a Ph.D. in Science Curriculum/Educational Leadership. She is certified in Biology 6-12, General Science 5-9. She holds Gifted and Middle Grades Endorsements. She has National Board for Professional Teaching certification. She is the lead teacher for the Zoo Magnet program. She has been teaching for 23 years. Ana Augusto, #244064, has a Bachelors in Biology and a Law Degree. She is certified in Middle Grades Science. She teaches Science 8 and Earth/Space Science 8. She has been teaching for seven years. She is the Science department chair. Richard Marti, #196179, has a Masters in Elementary Education. He is certified in Elementary Education 1-6. He has been teaching for eight years. Sharon Abraham, #248533, has a Bachelors in Biology. She is certified in Middle Grades Science. She has been teaching for four years. She has been trained in CRISS strategies. Henry Lefert, #262963, has a Bachelors in Biology. He is certified in Biology 6-12. He has been teaching for three years. Tamara Monroe, #196405, has a Bachelors in Nutritional Food. She is certified in General Science 5-9. She has been teaching for four years. Sherwin Jose, #256877, has a Bachelors in Biology. He is certified in Biology 6-12. He has been teaching for four years. He has been trained in CRISS strategies. Christopher Barnett, #259002, has a Bachelors in Biology. He is certified in Biology 6-12. He has been teaching for two years. He has been trained in CRISS strategies and Vertical Teaming. Hector Alvarez, #243077, has a Bachelors in Elementary Education. He is certified in General Science 5-9 and Elementary Education. He has been teaching for six years. He has been trained in Vertical Teaming, and graphing calculators, and he has attended Intel workshops. Sylvia Harris, #216258, has a Bachelors in Biology and a Masters in Science Education. She is certified in General Science 5-9. She has been teaching for eleven years. She has been trained in CRISS strategies. Katherine Brezina, #275743, has a Bachelors in Biology. She has a temporary certificate in Biology. She has been teaching three months. She has been trained in Data Analysis and FCAT Practices. Laurie Ochmanski, #219310, has a Bachelors degree. She is certified in Exceptional Student Education – Varying Exceptionalities. She has been teaching for six years. She has been trained on FCAT Explorer, Riverdeep, Professional Learning Communities, Reciprocal Teaching, and Sharpen Up.

• Highly Qualified, Certified Administrators:

Mona Bethel Jackson, #070760, is principal. Dr. Jackson has over thirty years of experience in the field of education. She has worked as a science teacher, high school guidance counselor, educational specialist (Student Services), project manager/curriculum coordinator (Area Office), assistant principal and principal of another middle school prior to becoming principal of Richmond Heights Middle School. Dr. Jackson is certified in Biology 6-12, Chemistry 6-12, Guidance and Counseling PK-12, General Science 5-9, School Principal (all levels) and Middle Grades Endorsement. She has written and been funded for several grant programs, developed innovative programs and served on various committees at the local, state, regional and national levels. She firmly believes that every child can and will learn given a nurturing environment. Dr. Jackson believes that it is important to focus on the whole child. She also believes that effective teachers can teach all children. She has addressed students' needs through counseling, interpretation of data, teams, block scheduling, specialty electives, implementation of quality programs, i.e., reading, math and science and implementation of a comprehensive reading program. Students are encouraged to participate in competitions (academic, athletic and extracurricular). She has volunteered to conduct Saturday Academy and Family Counts Nights to help students increase their basic skills. She requires parent attendance at these activities. Dr. Jackson encourages staff to pursue higher education degrees. She organizes and monitors the school professional development activities. Her support for ongoing professional development of instructional staff includes data analysis, writing across the curriculum, team building, CRISS (Creating Independence Thru Student-owned Strategies), Vertical Teaming, Write Traits, READ 180, Accelerated Reader, Data on Enacted Curriculum, Test-taking Strategies, flexible block scheduling, and a plethora of best practices aimed at enabling students and staff to reach their optimum potential. She leads by example and recently completed a Doctorate in Educational Administration and Supervision at Florida International University. She has presented at local, state, regional and national conferences during her years as an educator. She has served as local and state president of the Florida Counseling Association (formerly Florida Personnel and Guidance Association) and chair of the M-DCPS middle school principals' group. Dr. Jackson was named District Principal of the Year-Runner-up (2003) and is a recipient of the Florida Commissioner's Principal Achievement Award for Outstanding Leadership (2003). Two years ago, she co-authored a book, *Candlelights for the Middle School Students' World* with her students, a local author and the language arts department chair. The book has been published and is listed in the Library of Congress. She was instrumental in the design of the school's new state-of-the-art facility where she has provided new programs for students. This year, she is implementing an inclusion model at the school. She has increased the number of reading classes available to students and the availability of technology to students and staff. The school is in its second year of implementation of an electronic grade book. Parent Internet Viewer is available for parents. She meets bimonthly with the Curriculum Council to better monitor delivery of curriculum. Her goal is to provide a quality instructional program and to ensure that each child, while unique, has the opportunity to maximize his/her potential in an environment that is conducive to learning. She provides mentors and role models for students and faculty. Dr. Jackson has always encouraged parental involvement. She provides a Parent Resource Center, conducts counseling to parents and students, hosts monthly parent days, and facilitates a monthly bilingual parent seminar. She encourages parents and students to serve on the school's advisory council, PTSA (Parent/Teacher/Student Association), booster club and to participate in community efforts, i.e., natural disaster relief and food drives. She personally recognizes students for their accomplishments via phone calls to parents, certificates, and announcements on public address system and closed circuit television system. She involves parents in their student's successes via special assemblies and other means. Dr. Jackson is actively involved in professional, civic, and church organizations. She has fostered a culture of "giving back to the community" among the richly diverse socioeconomic and multi-ethnic student body. In spite of a high mobility index, she encourages students to perform well on the Florida Comprehensive Assessment Test and other exams and recognizes their accomplishments. She believes that we must continue to close the achievement gap. She is quite aware that the students must continue to improve their academic performance. This can be accomplished by ensuring that our students are actively and effectively engaged each day.

Sandra Maxwell, #096197, has been an assistant principal for six years. She has over 25 years of experience in the educational arena. She has a Bachelors in Childhood Education and a Masters in Elementary Education. She is certified in Elementary

Education K-6 and Educational Leadership K-12. She has worked as a teacher, facilitator for the Title I program, lead teacher for the Chapter I Program, and team leader. During her tenure as a lead teacher, she monitored various curricular activities. These activities included providing strategies to help students improve their skills in reading and mathematics by monitoring their progress through grades, tests, and informal observations. Ms. Maxwell has also demonstrated model lessons in reading and mathematics to teachers. Additionally, she has coordinated and monitored the implementation of the Kumon Math Program and ACALETICS Program. She has served as a member of the Curriculum Council, department chairperson, and a coordinator and organizer for the Title I Program for a K-8 Center. She worked as the liaison for Miami-Dade County Public Schools in an area that dealt with students with special medical needs. Ms. Maxwell has worked collaboratively with the staff, students and administrative team at Richmond Heights Middle School. She has facilitated staff development activities for the staff at Richmond Heights Middle School and coordinated the inservice on Data on Enacted Curriculum. She helped implement the Academic Improvement Plan and the Family Counts Night program at the school. She organized inservices to help beginning teachers to be able to utilize their skills and knowledge effectively to enhance the learning of students at Richmond Heights Middle School. Ms. Maxwell coordinated and monitored the Truancy Intervention Program. She provided strategies and support to parents to improve their student's attendance. In addition, other support services such as counseling, tutoring, and parenting skills were offered as needed. Ms. Maxwell has worked diligently to provide information and guidance to parents and students that are new to the school. This includes New Parent Orientation as well as Open House. Ms. Maxwell has an open door policy that allows parents to see her on an as-needed basis. Also, during any given time, students and parents are seen to help with problems regarding school or home. As part of her school/community involvement, Ms. Maxwell works with the Educational Excellence School Advisory Council (EESAC), Parent/Teacher/Student Association (PTSA), Parent Day, and Saturday Academy. She provides guidance and support to the Middle School Coordinator for various curricula and academic activities. Ms. Maxwell serves on the editorial board for the Miami-Dade County Public Schools publication, the GRIOT. The publication provides historical information, academic and curriculum activities as they relate to the contributions of African-Americans. She has been the mentor for several girls through her community affiliation with the Eta Phi Beta Sorority.

Robert Morales, #170572, is an assistant principal. He began his career with Miami-Dade County Public Schools as a physical education instructor in 1988. He has a Bachelors in Physical Education, Masters in Computer Education and an Educational Specialist in Educational Leadership. Mr. Morales is certified in Physical Education K-12, and Educational Leadership (all levels). Mr. Morales' physical education curriculum was built on a solid foundation which included observing, comparing, classifying, sequencing, and inferring all of which correlate to the FCAT Reading benchmarks. Mr. Morales infused language arts as a powerful tool for gathering and disseminating information to the students. Students were continuously encouraged to ask questions while they engaged in mental and physical activities. He also implemented a tutorial program in reading comprehension that used the Accelerated Reader software as a motivational tool to encourage students to read on their own. Students were tutored across the content areas in mathematics, science, and social studies. Mr. Morales tracked the children in the After School Care program and saw a definite improvement in their academic grades. He also applied his knowledge in creating large group activities, project organization and classroom management into his tenure as after school care manager. In 2000, Mr. Morales served as a supervisor for community education at the District level. Furthermore, Mr. Morales also served on the School Improvement Plan Committee, School Advisory Council, and Leadership Development Institute for Teachers. He was the school's Alternate Steward of the United Teachers of Dade. In 2004, Mr. Morales began the school year as assistant principal at Richmond Heights Middle School. Mr. Morales' current duties include the supervision of the Special Education department and the monitoring of the Academic Improvement Plan (AIP) for all 7th grade students. The data used has enabled Mr. Morales to better understand FCAT Reading and Mathematics benchmarks.

Heather Parker, #203952, is an assistant principal. She started her career with Miami-Dade County Public Schools in 1993. She is certified in Business Education 6-12, Computer Science K-12, and Educational Leadership K-12. She holds a Bachelors and Masters in Computer Applications and Educational Specialist in Educational Leadership. Her first assignment was as a Business Education teacher at Horace Mann Middle School. In 1996, she became a teacher in the Computer Technology Magnet at Horace

Mann Middle. Her responsibilities included: team leader, Future Business Leaders of America sponsor, CO-nect leadership team member, and NJHS sponsor. She was selected to assist with the opening of a new middle school, Howard Doolin Middle School, in West Kendall, as department head for technology. In 1997, Ms. Parker worked under the Instructional Technology Department as a teacher mentor for the Dade Public Education Fund with the "Citibank Family Tech Program." She assisted teachers throughout the district with technology implementation into core subject areas. In 1999, Ms. Parker was hired to work under the Instructional Technology Department as the Regional Center V Technology Specialist. She was responsible for assisting all schools in Regional Center V with technology implementation. She was responsible for assisting principals with the hiring process of Microsystems Technicians and Computer Specialists as well as developing technology plans and training teachers and administrators throughout the Regional Center in technology initiatives. In October 2003, Ms. Parker was hired as an assistant principal at Richmond Heights Middle School. Her areas of responsibility at Richmond Heights Middle School encompass school-wide attendance, technology, oversight of the facility, beginning teachers, student discipline, and the monitoring of Academic Improvement Plans (AIP) for the 6th grade class. Research-based data shows that academic growth is directly correlated to attendance and discipline, thereby impacting student achievement. Ms. Parker makes it her mission to ensure that teachers are supported with classroom instruction initiatives so that the students at Richmond Heights Middle School receive the best possible education. Helping beginning teachers to understand and better utilize the data resources provided by the district on the Wide-Area Network (WAN), allows us to prepare our students to successfully achieve mastery on the FCAT benchmarks.

• Teacher Mentoring:

Richmond Heights Middle School utilizes the district's PACES program to mentor its teachers. The teachers are observed and evaluated based upon the PACES instrument. All beginning teachers participate in a district-mandated orientation. Annual contract teachers are assigned a Professional Growth Team. Currently, 46 teachers at Richmond Heights Middle School have completed the required professional development training needed to serve as Professional Growth Team members. More teachers have been encouraged to complete the training. Beginning teachers are also assigned a buddy teacher who mentors them and provides support during the first year of teaching. The buddy teachers usually teach in the same area as the beginning teacher. A school site orientation is also conducted for beginning teachers and teachers new to the building. The agenda includes but is not limited to: lesson plans, ethics, classroom management strategies, electronic grade book, parent/teacher conferences, maps, faculty handbook, student code of conduct, financial procedures and selected Board rules and policies. Monthly meetings are conducted with the beginning teachers throughout the remainder of their first academic year. Buddy teachers encourage beginning teachers to observe their classes and will observe the new teachers' classes upon request. All teachers are encouraged to participate in vertical teaming to enhance the delivery of programs to students. Teachers plan within departments and within subject-area grade groups. Additionally, teachers participate in interdisciplinary teams. Therefore, teachers have the benefit of department chairs and team leaders while preparing their lessons. A professional library is available in the media center and computers are available in a work area designed specifically for teachers. Professional Growth Team members and buddy teachers are provided release time to assist beginning teachers. The Reading Coach provides model lessons for all teachers, especially beginning teachers. District support specialists have also been invited to conduct inservices on best practices. All teachers participate in professional development activities during Early Release days. An assistant principal serves as the liaison between the District and beginning teachers. In addition to planning monthly meetings the administrator shares District newsletters and other communications. All teachers receive monthly copies of Master Teacher, a publication with tips for teachers. Core subject area teachers have also participated in vertical teaming sessions with other schools in the feeder pattern.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Richmond Heights Middle School fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC accomplishes this by collaborating with site leadership and council members through monthly meetings. During these meetings, the progress of the School Improvement Plan goals and available resources are discussed and analyzed in

order to facilitate success. Each member of the EESAC assists in the development of the school's goals and members

are assigned to monitor the goals. Department chairs make presentations at monthly meetings to keep the EESAC abreast of curriculum in the school. The Educational Excellence School Advisory Council (EESAC) participated in a mini-inservice on budget. They made recommendations to: hire additional personnel; train parents and students in mathematics and reading; purchase libraries for each classroom and print the Fabulous Fridays FCAT practice materials; extend parent involvement via Parent Viewer software; improve school safety by hiring additional hourly security monitors; host parent involvement workshops in conjunction with the Parent/Teacher/Student Association (PTSA); and subsidize the purchase of the Student Handbooks (Agenda). The EESAC also provided recommendations for levels of achievement and evaluation using State and No Child Left Behind (NCLB) criteria.

• Extended Learning Opportunities

1. Richmond Heights Middle School provides before and after school tutoring sessions in reading, mathematics, and science. These sessions are conducted by faculty members and/or students earning community service hours.
2. Special tutoring programs in reading and mathematics, as well as pull-out assistance in reading, are available from certified teachers. These programs are offered during the school year to afford specialized instruction to specific groups of students preparing to take the FCAT.
3. Saturday Academy sessions are offered to students to enhance their skills in reading, mathematics, and science. Sessions on test-taking strategies and understanding the FCAT are also offered to parents on Saturday mornings. Similar sessions for parents will be available monthly in the evenings.
4. Family Counts Nights are available monthly in the evenings for parents and students to work together using manipulatives and other resources to enhance student abilities and parent awareness of the FCAT.
5. School will conduct "Understanding FCAT-Reading and Writing" sessions for parents.

• School Wide Improvement Model

Richmond Heights Middle School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Model will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan - for changes to bring about improvement; Do - changes on a small scale first to try them; Study - to see if changes are working; and Act - to get the greatest benefit from changes.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

Data indicates that the weakest areas in reading are main idea, author's purpose and comparison. Students must learn how to identify author's purpose and be able to compare and contrast information. The strongest area is words/phrases. The percent of the lowest 25 percent of students making learning gains in reading improved by seven percent; the overall percent of students making learning gains in reading show an increase of six percentage points. The percent of students meeting high standards on the 2005 FCAT shows an increase of two percentage points from 41 percent to 43 percent. Students' performance in 2005 indicates that students in grade 8 have maintained a 50 percent average in word/phrases as compared to the percentage score in grade 7.

Students need to continue to build vocabulary skills and understand author's purpose to improve reading comprehension across the content area. Thirty-seven percent of the total population met the 37 percent reading at or above grade level criteria required by No Child Left Behind (NCLB); while only 29 percent of the African-American subgroup, 33 percent of the Economically Disadvantaged subgroup, 16 percent of the Limited English Proficient subgroup, and 9 percent of the Students with Disabilities subgroup attained the minimum requirement for NCLB.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent of students reaching the state required mastery level on the 2006 FCAT Reading Test. Given instruction based on the Sunshine State Standards, African-American students will improve their reading skills as evidenced by 44 percent scoring level 3 or higher on the administration of the 2006 FCAT Reading Test. Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 44 percent scoring level 3 or higher on the administration of the 2006 FCAT Reading Test. Given instruction based on the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 44 percent scoring level 3 or higher on the administration of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Enroll Level 1 and most Level 2 students in Intensive Reading class.	Principal, Assistant Principal, and Counselors	07/06/2005	08/05/2005
Analyze Data Inservice linking data to instruction.	Principal, Administrative Team	08/05/2005	08/05/2005
Provide inclusion model that enables students to participate in general education core classes.	Assistant Principal, Special Education Chair, Inclusion and General Education Teachers	08/08/2005	05/22/2006
Utilize Accelerated Reader to monitor reading achievement of students.	Assistant Principal and Language Arts Teachers	08/08/2005	05/22/2006
Utilize and implement 2nd block sustained silent reading initiative schoolwide.	Assistant Principal and Classroom Teachers	08/08/2005	05/22/2006
Utilize READ 180 Program: Level 1 and Level 2 students.	Assistant Principal and Reading Teachers	08/08/2005	05/22/2006
Administer Fabulous Friday practice: Teacher made packet	Assistant Principal and Classroom Teachers	11/04/2005	02/13/2006
Implement Progress Monitoring and Reporting Network (PMRN) through reading classes.	Assistant Principal and Classroom Teachers	08/08/2005	02/28/2006
Implement Creating Independence Thru Student Owned Strategies (CRISS)	Assistant Principal and Classroom Teachers	08/08/2005	05/22/2006
Implement a schoolwide tutorial program: Saturday Academy/After School	Principal, Assistant Principal and Teachers	10/22/2005	05/22/2006
Utilize FCAT Explorer to monitor reading achievement of students.	Assistant Principal and Language Arts Teachers	08/08/2005	05/22/2006

Research-Based Programs

The following programs will be used: McDougal Littell, The Language of Literature for Grade 6, Grade 7, and Grade 8 respectively; and READ 180 comprehensive reading intervention program.

Professional Development

Data Analysis:

1. Linking data to instruction - August 5, 2005
2. Professional Learning Communities - August 5, 2005
3. When Kids Can't Read - 1st Semester 2005-2006
4. Reading Strategies - 2nd Semester 2005-2006
5. Reading Next - Great Source

Evaluation

This objective will be evaluated by the 2006 Florida Comprehensive Assessment Test (FCAT). Progress monitoring will occur utilizing interim assessments and other teacher-made assessments. The following steps will be utilized to assess the tutorial program: administer a teacher-made pre- and post-test; maintain student rosters; monitor progress of level 1 and level 2 students based upon the Progress Monitoring and Reporting Network.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 will integrate mathematics into their daily lives.

Needs Assessment

Data indicates that the percent of students meeting high standards in mathematics show an increase of six percentage points from 43 percent to 49 percent. Students in grade 7 scored their lowest score in measurement (3/9) and their highest score in Geometry. Students in grade 8 attained their lowest score in measurements (3/9); eighth grade students highest gain was in Data Analysis with 5/9 with an increase of 12 percentage points. As a school, the weakest area is measurements. The performance on the 2005 FCAT Mathematics Test revealed that students are having difficulty in analyzing, converting, and calculating areas of measurement. The second weakest area was Algebraic Thinking. This indicates a need for differentiated instruction for all students. The instructional model will transition through concrete, semi-concrete, or pictorial to abstract phases. These stages will be connected through discussion labs and a variety of hands-on mathematical activities. The two strongest areas are Geometry and Data Analysis. In general, all students need to develop a better understanding of mathematical vocabulary to read, comprehend text, and express their thinking verbally.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level on the 2006 FCAT Mathematics Test. Given instruction based on the Sunshine State Standards, African-American students will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level on the administration of the 2006 FCAT Mathematics Test. Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level on the administration of the 2006 FCAT Mathematics Test. Given instruction based upon the Sunshine State Standards, Students With Disabilities will improve their mathematics skills as evidenced by 50 percent of students reaching the state required mastery level on the administration of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor department meetings for implementation of strands/cluster/scope and sequence	Assistant Principal and Department Chair	08/08/2005	05/22/2006
Utilize Mathematics Computer Lab to improve mathematics skills of students.	Assistant Principal, Teachers of Mathematics/Department Chair	08/08/2005	05/22/2006
Enroll Level 1 and Level 2 students in Intensive Mathematics classes.	Principal, Assistant Principal, Counselors	07/06/2005	05/22/2006
Utilize FCAT Explorer schoolwide	Assistant Principal and Classroom Teachers	08/08/2005	05/22/2006
Implement Fabulous Friday to improve mathematics achievement schoolwide	Assistant Principal and Classroom Teachers	11/04/2005	02/13/2006
Utilize information obtained from Professional Learning Communities Activities to improve delivery of instruction.	Principal, Classroom Teachers, Department Chairs and Assistant Principals	08/05/2005	05/22/2006
Test monthly benchmarks and analyze student results.	Assistant Principal, Department Chair, Classroom Teachers	08/08/2005	05/22/2006
Implement A+ and Riverdeep schoolwide.	Assistant Principal, Classroom Teachers	08/08/05	05/22/06

Research-Based Programs

The following programs will be used: Prentice Hall Mathematics Textbook, Glencoe Mathematics Textbook, and McDougal Littell Mathematics Textbook.

Professional Development

Data Analysis: Linking data to instruction - August 5, 2005

Evaluation

This objective will be evaluated by the 2006 FCAT Mathematics Test. Also, research-based software will be used to diagnose and monitor progress in Mathematics. The following steps will be utilized to assess the tutorial program: administer teacher-made pre- and post-test and maintain student rosters.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

GOAL 3 STATEMENT:

Students will use expository and persuasive writing and their conventions across the curriculum.

Needs Assessment

The data indicates that students in grade 8 increased their writing scores by five percentage points. Scores of the 2005 FCAT Writing Test indicate that 92 percent of students in grade 8 scored 3.0 or higher, an increase of six percentage points above scores attained on the 2004 FCAT Writing Test. Scores on the 2005 FCAT Writing Test indicate that 73 percent of students in grade eight scored 3.5 or higher, an increase of eight percentage points above scores on the 2004 administration. Scores on the 2005 FCAT Expository Writing Test indicate that the mean of percent 3.5 and above attained by grade eight students is 76 percent. This is an increase of three percentage points above the scores of the 2004 administration. Scores of the 2005 FCAT Persuasive Writing Test indicate that the mean of percent 3.5 and above attained by the grade eight students is 71 percent. This is an increase of 14 percentage points above the 2004 administration. Scores on the 2005 FCAT Writing Test indicate that the mean percent of 3.5 and above attained by grade eight students is 73 percent. This is an increase of seven percentage points as compared to 2004 administration. All subgroups met Adequate Yearly Progress requirements on the 2005 FCAT Writing Test. The total percentage of students making Adequate Yearly Progress increased 5 percent from 87 percent to 92 percent. An analysis of data indicates that students be afforded the opportunity to continue to practice the writing skills that encompass the elements of focus, organization, support, and conventions. Practice should include writing extended responses to content-based questions and giving written rationales for project results as per the requirements of social studies and science. Students should also continue to practice models of persuasive essays which include examples of political speeches, editorials, and commercials. The combined writing mean scale score on the 2005 test was 3.6, an increase of .1 point from the 2004 administration.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input 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 one percent increase of students reaching the State required mastery level as documented by scores on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide opportunity for students to participate in journal writing in all language arts classes.	Principal, Assistant Principal, and Language Arts Teachers	08/08/05	05/22/06
Analysis of District Pre- Writing Test with Holistic scoring.	Assistant Principal, and Language Arts Teachers	08/24/05	08/25/05
Implement a grade level writing approach. Grade six - prompts -expository; Grade seven - prompts - persuasive; Grade eight - prompts - expository and persuasive	Assistant Principal and Language Arts Teachers	08/08/05	05/22/06
Implement curriculum maps with instructional focus calendars from the District Competency-based Curriculum and the Sunshine State Standards (SSS) emphasizing weekly focus lessons in writing in sixth, seventh, and eighth grade language arts classes.	Assistant Principal and Language Arts Teachers	08/08/05	05/22/06
Utilize Write Traits process in order to increase students' ability to write highly proficient essays.	Assistant Principal and Language Arts Teachers	08/08/05	5/22/06
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills.	Assistant Principal and Language Arts Teachers	08/08/05	05/22/06
Instruct students how to respond to a writing prompt for persuasive and expository five paragraph essay writing.	Assistant Principal and Language Arts Teachers	08/08/05	05/22/06

Research-Based Programs

The following programs will be used: Curriculum framework materials provided by the District, McDougall Littell, and Write Traits for rubric scoring of sample writing papers.

Professional Development

1. Best Practices Inservice on Thesis Statement.
2. Holistic Scoring.
3. Implementation of the Write Traits Program - first semester.
4. Writing strategies - second semester.

Evaluation

This objective will be evaluated by the 2006 FCAT Writing Test. Also, student achievement will be monitored through pre and post writing tests.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Students will effectively use science inquiry skills.

Needs Assessment

Data indicates that the school's scores for eighth grade students who took the 2005 FCAT Science test are quite similar to those attained by the District and the State. Data indicates that the weakest area in science is earth and space science. During the 2004 administration of the FCAT Science test, physical/chemical science was the strongest area for that population of eighth grade students. The strongest area in science for the 2005 FCAT administration is life/environmental. During the 2004 administration of the FCAT Science test, scientific thinking area was the weakest for that population of eighth grade students. Students need practice recognizing that processes in the lithosphere, atmosphere, hydrosphere and biosphere interact to shape the earth and understanding the interaction and organization in the Solar System and the universe and how this affects life on earth. They must recognize the vastness of the universe and the Earth's place in it. The mean points earned by content on the 2005 FCAT Science Test indicated that scores in physical and chemical decreased by one point, from 7/14 to 6/13. The mean scores in earth and space decreased from 5/11 to 5/12. Students need more experiences that explain the interaction and organization in the solar system and how this affects life on earth.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase of two points (from 275 to 277) on the mean scale score as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor classroom instruction for all students through lesson plans, benchmark assessments, and quarterly tests.	Principal, Assistant Principal and Science Teachers	08/08/05	05/22/06
Implement classroom activities and project based learning (which includes weekly laboratories, cooperative grouping, and problem solving strategies) utilizing research based software to provide all students with an inquiry-based science approach which employs all of the elements of the scientific method to further the development of science process skills.	Assistant Principal and Science Teachers	08/08/05	05/22/06
Utilize vertical teaming strategies within the department and across grade levels in science.	Assistant Principal and Science Teachers	08/08/05	05/22/06
Utilize reciprocal teaching techniques to increase student comprehension in science content.	Assistant Principal and Science Teachers	08/08/05	05/22/06
Utilize science software i.e., Advanced Learning Systems, to provide virtual science laboratory experiences and to enhance student skills in science.	Assistant Principal and Science Teachers	08/08/05	05/22/06
Provide Saturday Academy sessions in science that allow parents and students to work together to improve student skills	Assistant Principal, Principal and Science Teachers	08/08/05	05/22/06
Implement articulation procedures with elementary and high school feeder pattern schools in an effort to identify students eligible for gifted and advanced academic programs.	Assistant Principal and Science Teachers	08/08/05	05/22/06
Implement and utilize a curriculum map and scope and sequence that will integrate Earth and Space Science benchmarks throughout the eighth grade science curriculum.	Assistant Principals, Principal and Science Teachers	08/08/05	05/22/06

Research-Based Programs

The following programs will be utilized: Earth/Space Science Text, and Riverdeep.

Professional Development

Provide training in the following:

1. Graphing Calculators - 2nd Semester
2. Assess2Learn - 2005-2006
3. Data Collectors - 2nd Semester
4. Probe ware - 2nd Semester
5. Laboratory Preparation and Safety - 3rd Semester
6. Riverdeep - 2005-2006

Evaluation

Performance in science will be evaluated by scores attained on the 2006 FCAT Science Test mean scale score. School developed science pre-test will be compared to science post test.

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 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 type="checkbox"/>

GOAL 5 STATEMENT:

Parents will become more involved in the school.

Needs Assessment

Some parents at Richmond Heights Middle School are mobile; therefore, it is difficult to involve them in the education of their students. These parents tend to be unfamiliar with the basic operation of the school system, state assessments, parenting skills, and student promotion requirements. Some of our parents are single parents, and others may have one to two jobs in order to provide adequately for their families. They have limited time to attend to their students' academic and social needs. Other parents are guardians i.e., grandparents, and group home parents due to placement of students in foster homes or the absence of the biological parent. Some of our parents are new to the country and are unfamiliar with the language, customs, mores, and education system. It is important that the school embrace these parents to ensure the success of these students in school. They need training and assistance that will enable them to provide support to their students.

Measurable Objective

Given data regarding parental involvement, the school will increase the number of parents that join the Parent/Teacher/Student Association by one percent in 2005-2006 as compared to 2004-2005 evidenced by PTSA Membership Rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Invite parents to attend monthly parent day activities at the school.	Administrators	08/08/05	05/22/06
Encourage parents to attend Parent Academy.	Administrators	08/08/05	05/22/06
Encourage parents to participate in Saturday Academy sessions with their student(s).	Administrators, Counselors and Teachers	10/22/05	03/04/06
Prepare a student/parent handbook that explains school procedures, policies, and tips for parents dealing with the middle school child.	Administrators	06/27/05	08/08/06
Encourage parents to use the school's Parent Resource Center.	Administrators and Community Involvement Specialist	08/22/05	05/22/06
Utilize Community Involvement Specialist to visit homes, to mail communications and to coordinate parent workshops with teachers and administration.	Administrators and Community Involvement Specialist, Counselors	08/22/05	05/22/06
Conduct high school transition information night for parents of eighth grade students.	Administrators and Eighth Grade Counselor, Student Services Chair	10/27/05	10/27/05
Provide Parent Internet Viewer so that parents can review student academic progress on-line.	Administrators and Computer Specialist	8/08/05	05/22/06

Research-Based Programs

The following programs will be used: Just Read Florida!, National Standards for Parent Involvement, and Program: Families Building Better Readers "Blue Print Activities"

Professional Development

1. Title I Parent Meetings (Parent Advisory Council/District Advisory Council Meetings)
2. PTSA meetings
3. EESAC meetings
4. Bilingual Parent Seminars

Evaluation

This objective will be evaluated by using rosters/logs from the following: Workshop attendance, Saturday Academy, Community Specialist's visits, Parent/Teacher/Student Association, Education Excellence School Advisory Council, Counselors' logs of parent conferences.

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

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

GOAL 6 STATEMENT:

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

Needs Assessment

As per the Miami-Dade County Public Schools Executive Summary Report on the Student Case Management System, Richmond Heights Middle School had 466 out-of-school suspensions during the 2004-2005 school year.

Measurable Objective

Given data from the 2004-2005 Executive Summary of the Student Case Management System Report, the school will decrease the number of out-of-school suspensions by three percent as compared to the 2005-2006 Executive Summary of the Student Case Management System Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct grade level articulation meetings utilizing the student handbook.	Administrators, Teachers and Counselors	08/17/05	05/01/06
Utilize Saturday Academy as an alternative to suspensions.	Assistant Principal	10/22/05	03/04/06
Utilize team discipline plan.	Administrators and Team Teachers	08/17/05	05/22/06
Implement Character Education through advisement.	Administrators and Counselors	09/12/05	05/22/06
Conduct New Student Orientation Night where the Code of Student Conduct is reviewed for new parents and students.	Administrators	08/11/05	08/11/05
Implement Peer Mediation program.	Administrators and Counselors	10/14/05	05/22/06

Research-Based Programs

NA

Professional Development

1. Reviewed the faculty handbook, especially the sections on Referral Process and Classroom Management.
2. Conduct monthly meetings with teachers new to the school to review strategies for effective classroom management.
3. Conduct Conflict Management inservice.

Evaluation

This objective will be evaluated via a comparison of the 2004-2005 Executive Summary of the Student Case Management System with the 2005-2006 Executive Summary of the Student Case Management System.

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.)

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GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

The 2004 STaR school profile indicates that teacher use of technology scored a 2.7 on a scale of 4. Additionally, students scored a 3.0 out of 4 for technology standards. This indicates that teachers are not providing adequate technology access to students. In order to increase teacher and student usage, there is now a math lab in addition to two reading classes with complete computer access for all students. The majority of class room have a minimum of three computers, and all students have access to the media center, which access the Local Area Network and Wide Area Network.

Measurable Objective

Given an increased emphasis on the use of technology, all teachers will use the school-purchased electronic gradebook for classes for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Accelerated Reader and Accelerated Mathematics Programs.	Assistant Principal and Computer Specialist	08/08/05	05/22/06
Provide access to wireless portable lab for students.	Assistant Principal, Computer Specialist and Teachers	08/08/05	05/22/06
Utilize FCAT Explorer schoolwide	Assistant Principal and Language Arts and Mathematics Teachers	08/08/05	05/22/06
Provide access to on-line mathematics textbook resources in the mathematics lab for all students.	Assistant Principal and Mathematics Teachers	08/08/05	05/22/06
Continue partnership with LINKS Incorporated.	Principal and LINKS liaison	08/08/05	05/22/06

Research-Based Programs

The following programs will be used: READ 180, Glencoe and Prentice Hall on-line textbook resources, A+ and Brain Child.

Professional Development

1. FCAT Explorer inservice
2. A+ inservice
3. Electronic gradebook inservice for teachers new to the school

Evaluation

This objective will be evaluated via FCAT Explorer report, math lab rosters, Accelerated Reader and Accelerated Math reports and nine-week grade data.

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.)

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students. The school will align its physical fitness program with the national Standards for Physical Education.

Needs Assessment

Data indicates that 100% of the 565 students inrolled in physical education classes during the 2004-2005 school year participated in the Physical Fitness program. Of those students, 502 received awards; gold-300 and silver-202. Therefore the data indicates that 89% of the students were award winners.

Measurable Objective

Given instruction in physical education classes physical education classes, the school will achieve an annual increase of 3 percent award recipients as measured by the 2005-2006 FITNESSGRAMAs compared to the 2004-2005 school year's percentage of award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Assistant Principal	08/08/05	05/22/06
Develop an action plan for school to insure input from the department to meet the goals and objectives as stated.	Assistant Principal and Department Chair	08/08/05	05/22/06
Utilize the FITNESSGRAM, administer a pre-test to determine baseline measures. Comparing pre- and post-test data will provide valid measures of student/school improvement. This will further provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives.	Assistant Principal and Physical Education Teachers	08/08/05	05/22/06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Assistant Principal and Physical Education Teachers	08/08/05	05/22/06
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Assistant Principal and Physical Education Teachers	08/08/05	05/22/06

Research-Based Programs

NA

Professional Development

1. Coaches' training on administration of the FITNESSGRAM.
2. Data entry training for coaches.

Evaluation

The School will administer a pre- and post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

The school will sustain a viable Fine Arts/Performing Arts Program.

Needs Assessment

Arts programs are losing participation due to FCAT remediation classes in mathematics and reading. It will be necessary to provide additional opportunities for students to participate in activities after school.

Measurable Objective

Given instruction in the fine or performing arts, the school will increase the number of performance opportunities for students in 2005-2006 by 3 percent when compared to the number in 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students for appropriate placement.	Assistant Principal and Counselors	08/08/05	05/22/06
Provide information about fine or performing arts program to students during articulation.	Assistant Principal and Counselors	1/13/06	4/7/06
Encourage students to participate in contests and competitions.	Assistant Principal and Teachers	8/8/05	5/12/06
Establish a drama club.	Administrators and Drama Teacher	09/19/05	05/22/06
Monitor attendance at fine or performing arts activities.	Administrators and Dance Teacher	10/24/05	05/22/06

Research-Based Programs

NA

Professional Development

1. Florida Grand Opera Teacher Workshop
2. Beginning Music Teacher Inservice
3. String Workshop
4. FAHPERD Conference - for Dance Division

Evaluation

This objective will be evaluated by analyzing data and making a comparison between the participation of the 2004-2005 number of fine arts/performing arts students and number of students participating in the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Richmond Heights Middle School will rank at or above the 80th percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2004 Richmond Heights Middle School ranked at the 70th percentile on the State of Florida ROI index.

Measurable Objective

Richmond Heights Middle School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 70th percentile in 2004 to the 75th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/8/05	6/30/06
Collaborate with the District on resource allocation	Administrators	8/8/05	6/30/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/8/05	6/30/06
Consider shared use of facilities, partnering with community agencies.	Administrators	8/8/05	6/30/06

Research-Based Programs

NA

Professional Development

1. Conduct an inservice on budget.

Evaluation

This objective will be evaluated based upon the next State of Florida ROI index publication. Richmond Heights Middle school will show progress toward reaching the 75th 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 Educational Excellence School Advisory Council (EESAC) participated in a mini-inservice on budget. They recommended using EESAC funds toward the purchase of the Fabulous Days FCAT practice and the student handbook.

Training:

The Principal provides training in budget and FCAT data analysis. Each department presents information which supports the school-wide initiative to improve FCAT reading, writing, mathematics, and science scores.

Instructional Materials:

Each department presents materials to provide examples of how they attain goals. The School's Improvement Plan objectives are assigned to EESAC members to develop and monitor.

Technology:

As part of the department monitoring, EESAC members enforce the presentation of technology as it relates to the improvement of FCAT scores; for example, ACALETICS, FCAT Explorer, Accelerated Reader, A+, and Riverdeep, and CD roms/programs via the math lab.

Staffing:

EESAC recommends that we continue to lower class sizes in compliance with State requirements.

Student Support Services:

The Educational Excellence School Advisory Council recommends possible presenters in classrooms. Various EESAC members will sponsor parent involvement workshops in conjunction with Richmond Heights Middle School's PTSA.

Other Matters of Resource Allocation:

Family Literacy

In order to promote family literacy the school provides a library of parenting resources that families can access in the front of the school.

Benchmarking:

The school's objectives are assigned to EESAC members who monitor progress. Department chairs will present monthly updates to the EESAC. The Educational Excellence School Advisory Council will provide recommendations for expected levels of achievement and evaluation.

School Safety & Discipline:

The Educational Excellence School Advisory Council recommends that additional hourly security monitors be hired due to increase in enrollment.

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