
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6841 - Shenandoah Middle School

FeederPattern: Miami Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Lourdes Delgado

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Shenandoah Middle School

Shenandoah Middle School, established in 1940, is a historically rich building canopied by oak trees, palms, and tropical landscaping. The building is nestled between picturesque Little Havana and beautiful Coral Gables. Shenandoah Middle School's population is mostly Hispanic, of low socio-economic status, with limited English proficiency and with little insight into institutional settings such as schools.

The Museums Magnet program at Shenandoah Middle School combines the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. The program strives to use instructional strategies such as Visual Thinking Strategies and Understanding by Design, founded in the humanities, that allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. The Museums Magnet Program will cultivate and secure this new learning environment through professional development, community outreach, and a new generation of museum goers.

The goal of the "Extended Foreign Language Program" at Shenandoah Middle School is to develop bilingual, biliterate, and bicultural students capable of leadership and able to function in the multilingual society of the global economy. To become bilingual and biliterate, or to maintain these skills and abilities, a student must not only learn the language, but also use the language to learn. Therefore, the bilingual program at Shenandoah Middle School requires one class period of Spanish language arts curriculum and two class periods of basic subject area instruction in Spanish.

The Spanish language arts curriculum further develops and enriches the language arts skills while familiarizing the students with the Hispanic culture and exposing them to the richness of their bicultural heritage. The content areas taught in Spanish vary from grade to grade. The curricular learning objectives of all courses are the same regardless of the language used for instruction. Reading and technology are also emphasized and utilized as teaching tools in all curricular offerings in order to prepare students for their emergence into a global society.

1. Given reading instruction in the Sunshine State Standards and Competency-Based Curriculum, 44% of sixth, seventh, and eighth grade students at Shenandoah Middle School will meet or exceed state proficiency standards in reading (Level 3 or higher) as evidenced by student performance on the 2006 FCAT Reading Administration.
2. Given reading instruction in the Sunshine State Standards and Competency-Based Curriculum, 44% of Hispanic students at Shenandoah Middle School will meet or exceed state proficiency standards in reading (Level 3 or higher) as evidenced by student performance on the 2006 FCAT Reading Administration.
3. Given reading instruction in the Sunshine State Standards and Competency-Based Curriculum, 44% of Economically Disadvantaged students at Shenandoah Middle School will meet or exceed state proficiency standards in reading (Level 3 or higher) as evidenced by student performance on the 2006 FCAT Reading Administration.
4. Given reading instruction in the Sunshine State Standards and Competency-Based Curriculum, 44% of Limited English Proficient students at Shenandoah Middle School will meet or exceed state proficiency standards in reading (Level 3 or higher) as evidenced by student performance on the 2006 FCAT Reading Administration.
5. Given reading instruction in the Sunshine State Standards and Competency-Based Curriculum, 44% of

Students With Disabilities at Shenandoah Middle School will meet or exceed state proficiency standards in reading (Level 3 or higher) as evidenced by student performance on the 2006 FCAT Reading Administration.

1. Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics performance as evidenced by a twenty percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.
2. Given instruction using the Sunshine State Standard, Hispanic students in grades six through eight will increase their mathematics skills as evidenced by a twenty percentage point increase in the percent of students scoring at or above Level 3 on the 2006 administration of the FCAT in order to attain the NCLB requirements of 50% of students meeting the state mastery level.
3. Given instruction using the Sunshine State Standard, Limited English Proficient (LEP) students in grades six through eight will increase their mathematics skills as evidenced by a thirty-five percentage point increase in the percent of students scoring at or above Level 3 on the 2006 administration of the FCAT in order to attain the NCLB requirements of 50% of students meeting the state mastery level.
4. Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will increase their mathematics skills as evidenced by a twenty percentage point increase in the percent of students scoring at or above Level 3 on the 2006 administration of the FCAT in order to attain the NCLB requirements of 50% of students meeting the state mastery level.
5. Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will increase their mathematics skills as evidenced by a thirty-six percentage point increase in the percent of students scoring at or above Level 3 on the 2006 administration of the FCAT in order to attain the NCLB requirements of 50% of students meeting the state mastery level.

Given instruction using the Sunshine State Standards, students will increase their writing proficiency by 1% to meet state mastery level on the FCAT Writing Test.

Given instruction using the Sunshine State Standards, eighth grade students will increase their science skills by scoring at or above the District mean scale score on the 2006 administration of the FCAT Science Test.

Parent participation through school sponsored events during the 2005-2006 school year will increase by three percentage points from that of the 2004-2005 school year as evidenced by attendance records.

Given the implementation of the school safety and discipline plan, the number of Student Case Management Referral Forms (SCAMS) for the 2005-2006 school year will decrease by a one percentage point as compared to the number of 2004-2005 SCAMS.

Given instruction in computer skills, sixth, seventh and eighth grade students at Shenandoah Middle School will increase the use of technology as evidenced 65% of the students in the Social Studies and Language Arts classes present multimedia projects.

The number of students receiving gold and silver district fitness awards in the 2005-2006 school year will increase by 10% when compared to those who received gold and silver district fitness awards in the 2004-

2005 school year.

The number of student-created art will increase by five percent.

Students at Shenandoah Middle School will improve its ranking on the State of Florida ROI index publication from 72nd in 2004 to the 73rd percentile on the next publication of the index.

Whereas the faculty and staff members rated the school very high in all areas with an overall average of 4.2 on a five-point scale, the results of the Organizational Performance Improvement Snapshot Survey indicated that the greatest need for improvement were in the areas of Strategic Planning (4.0) and Process Management (4.1). In the Strategic Planning category the main concern was the need to be included in planning for the future. Of particular concern in the Process Management category was the teacher's ability to get all of the resources needed to meet expectations. As result, the administrative team plans to convene a leadership team that will include team leaders, department chairs, and EESAC members who will then share and compile ideas from staff and faculty.

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.

Shenandoah Middle School

VISION

Shenandoah Middle School students can and will achieve educational standards when they are made to feel important, when they are expected to do well, when they are engaged in challenging and meaningful work, and when they are supported by a unified community of teachers and parents. Through our new Museums Magnet program, Shenandoah Middle School will combine the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. Our goal is to enable all students to be lifelong learners, productive workers, responsible citizens, and thoughtful participants in their families and global community.

MISSION

The Shenandoah Middle School stakeholders believe that students deserve a positive learning environment to nourish the growth and mastery of intellectual, social, cultural, and emotional skills. The improvement and enhancement of academic performance will be accomplished through programs that increase students' proficiency levels in reading, mathematics, science, social studies, humanities, and academic excellence. Additionally, our Museums Magnet program strives to use instructional strategies, founded in the humanities, which allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. We will continue to emphasize and increase the use of technology and the active support of community resources such as businesses, industries, universities, cultural partners, and parents to support our academic programs, thereby preparing students to enter post-secondary education and employment in the 21st Century.

CORE VALUES

We pursue the highest standards in academic achievement and organizational performance. We build positive relationships through honesty, respect, and compassion, which enhance the self esteem, safety, and well-being of our students, families, and staff. We foster an environment that serves all students and aspires to eliminate the achievement gap. We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

The ethnic composition of Shenandoah Middle School of ninety-five percent Hispanic, six percent Asian, three percent White, and one point four percent African American represents the rich cultural diversity of Miami-Dade County where many of the students are foreign born with roots in South America, Central America, and Caribbean countries. The student population of 1,251 includes standard curriculum students (76 percent), Exceptional Student Education (ESE) (9 percent), and Limited English Proficient (LEP) students (15 percent). The Exceptional Student Education can be further broken down as follows: forty-five gifted, 140 specific learning disabled, ten emotionally handicapped, and seventeen educable mentally handicapped students. The school averages ninety-five percent in daily attendance and has a mobility rate of fifteen percent.

Shenandoah Middle School provides educational services based on the Sunshine State Standards to students in grades six through eight. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in language arts, reading, and mathematics. Through our new Museums Magnet program, Shenandoah Middle School will combine the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. The magnet program strives to use instructional strategies, founded in the humanities, which allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. Furthermore, the school has instituted an Extended Foreign Language Program whose goal is to develop bilingual and bicultural students who will be prepared to meet the challenges for the world of tomorrow. In order to provide additional support for the District's Comprehensive Reading Plan, the school offers a reading elective to all students in grades six through eight, the Accelerated Reader Program, STAR, and READ 180. School-to-home connections are fostered in students' home language through access to the school's website and through newsletters designed to keep parents and students abreast of developments in the school's curriculum and in extracurricular activities. During school and after school tutoring are provided for students in all three grade levels. Teachers across the curriculum have been trained in and are implementing CReating Independence Through Student-Owned Strategies (CRISS) in their classrooms. Title I funding is used to provide additional teachers and paraprofessionals for the classroom, to enhance the existing curriculum, to lower class sizes, to provide for additional reading classes, and for a reading specialist.

Shenandoah Middle School employs 4 administrators, and 65 classroom teachers, 2 guidance counselors, 2 reading coaches, 1 career specialist, 1 trust counselor, 1 library media specialist. Of the teaching staff, 58 hold advanced degrees and 1 teacher is National Board certified. The ethnic composition of the faculty members is as follows: 19 White, 46 Hispanics, and 11 African-Americans. Overall, 35 of the faculty members have over 10 years of teaching experience and 6 are beginning teachers.

School Foundation

Leadership:

Shenandoah Middle School's leadership earned a rating of 4.3 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that staff members know what the organization is trying to accomplish and are guided by its mission and vision. Additionally, the survey indicates that the staff feels that there is a positive working environment where all staff is appreciated

District Strategic Planning Alignment:

Shenandoah Middle School's strategic planning earned a rating of 4.0 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that staff works together to achieve common goals and objectives. Staff understands the importance of their contributions and that their efforts and opinions are valued.

Stakeholder Engagement:

Shenandoah Middle School's customer and market focus earned a rating of 4.3 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that staff recognizes and works with its customers. Additionally, staff is empowered to make decisions that lead to the resolution of customer concerns.

Faculty & Staff:

Shenandoah Middle School's human resource focus earned a rating of 4.2 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that staff works cooperatively with others and that they feel appreciated. Additionally, staff is encouraged engage in professional growth opportunities.

Teacher Mentoring Programs:

At the start of every school year, all beginning teachers are paired with a mentor teacher within their department and grade level. They are also assigned to a Professional Growth Team to begin long range planning and complete short term goals. Additionally, all beginning teachers must attend informational sessions throughout the year which include district and site sponsored orientations. Department chairpersons, team leaders, and administrators are also instrumental in beginning teachers' professional growth, by observing their classes and giving constructive feedback on their observations. Furthermore, in order to ensure success, the administrative teams maintains an open door policy.

Data/Information/Knowledge Management:

The faculty and staff of the school are involved in the use and sharing of student assessment and achievement data. Teachers meet within their departments in order to review data collection from district and school generated assessments. The departments work collaboratively to make sure that activities are aligned with the Sunshine State Standards, curriculum maps, and Museums Magnet's goals and objectives. Based on the results of these meetings, staff plans in order to meet expected outcomes.

Education Design:

Shenandoah Middle School provides educational services based on the Sunshine State Standards to students in grades six through eight. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in language arts, reading, and mathematics. Through our new Museums Magnet program, Shenandoah Middle School combines the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. The magnet program uses instructional strategies, founded in the humanities, which allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. Furthermore, the school has instituted an Extended Foreign Language Program whose goal is to develop bilingual and bicultural students who will be prepared to meet the challenges for the world of tomorrow.

Performance Results:

Based on the result of the survey, faculty and staff have become more aware of the need to reduce the number of Student Case Management Referral Forms (SCAMS).

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Teacher recruitment strategies involved participation in the District's Teacher Recruitment Fair, and careful screening of eligible applicants listed by subject area in the district's "Applicant Tracking System".

Particular attention was given to their qualifying score prior to requesting an interview. Prospective applicants were contacted by the Assistant Principal by phone, e-mail or by mail to schedule an interview. An on-site personnel interview committee conducted initial screening of applicants. Final interviews of the most eligible candidates were conducted by the Principal and Assistant Principal for Curriculum.

To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

• Highly Qualified, Certified Administrators:

Lourdes F. Delgado, Principal

Ms. Delgado has thirty years of experience in the field of education. Ms. Delgado worked as a teacher and an assistant principal prior to becoming the principal at Shenandoah Middle School. Ms. Delgado has certification in the areas of mathematics and vocational education and holds a Master's Degree in Educational Leadership. During her tenure with the Miami-Dade Public Schools, Ms. Delgado has worked with middle and senior high school students. At Shenandoah Middle School, Ms. Delgado has developed a myriad of innovative programs to meet students' needs including a school wide teaming process, an inclusion plan, a plan to address the District's Comprehensive Reading Plan, a tutoring schedule, a Museums Magnet Program, an Extended Foreign Language Program, and unique electives such as a Spanish Dance class taught by a world renowned artist, in order to raise expectations and increase student achievement. Her support for ongoing professional development of the instructional staff includes curriculum mapping, Creating Independence Through Student-Owned Strategies (CRISS), Read 180, infusion of technology in the classroom, writing across the curriculum, and the use of best practices in the classroom. As the Lead Principal for the feeder pattern, Ms. Delgado has worked to improve the articulation process among the feeder schools in order to improve student achievement.

Paulo De la Osa, Assistant Principal

Mr. De la Osa has 10 years of educational experience. Mr. De la Osa has an M.S. in Social Studies Education and a B.S. in Secondary Education from Nova Southeastern University. He has certification in the area of Educational Leadership and has been an assistant principal for one year. His duties as assistant principal at Shenandoah Middle School include transportation, cafeteria monitoring, 6th and 7th grade discipline, Students At-Risk Program (SARP), lunch applications, curriculum assistance, and the Social Studies and Vocational Education departments. His previous assignment with Miami-Dade County Public Schools was at Henry H. Filer Middle School. At Filer Middle School he was a teacher, team leader and 7th Grade Activities Coordinator. In addition, he served as Administrative Assistant in charge of transportation and discipline of all grade levels. Furthermore he was a member of the School Improvement Plan (SIP) committee, School Advisory Council (SAC), and the Leadership Development Institute for Teachers.

Mariana M. Gonzalez, Assistant Principal for Curriculum

Ms. Mariana M. Gonzalez has been in education for 25 years. She holds a Bachelor of Arts degree in English from the University of Miami, a Master's of Science degree in Reading and a Master's Degree in Administration and Supervision from Nova Southeastern University. She is certified in English (6-12), Science (5-9), Reading (K-12), and Administration and Supervision

(K-12). She also holds an ESOL endorsement. Ms. Gonzalez began her teaching career at Palm Springs Middle School in 1980, where she taught Language Arts and ESOL. In 1985, she embarked upon her educational experience at Shenandoah Middle School where she taught 6th, 7th, and 8th grade Language Arts/Reading. At the school, Ms. Gonzalez held leadership positions such as team leader and Language Arts Department Chairperson. In 1992, Ms. Gonzalez became an Assistant Principal at Miami Jackson Senior High School where she was responsible for curriculum matters and discipline. After four years, Ms. Gonzalez transferred to Shenandoah Middle School as an Assistant Principal for Curriculum where she monitors the curriculum, the District's Comprehensive Reading Plan, and the implementation of the School Improvement Plan. Additionally, she is responsible for teacher observations, SAC, school level budget, master schedule, articulation, ESOL program, student services department, clerical staff, substitute coverage, and PTSA.

Carol Sampson, Assistant Principal

Ms. Sampson holds a Bachelors degree in Chemistry and Mathematics from Alabama State University, a M.S. degree in Science from the University of Miami, and a Specialist Degree in Educational Leadership from Nova Southeastern University. During the past 13 years, Ms. Sampson has served the Miami-Dade County Public Schools as a teacher, science department chair, and Assistant Principal. This year marks Ms. Sampson's first year as a school administrator. She is currently the administrator responsible for the Science and Reading departments, school-wide student discipline, cafeteria monitoring, curriculum assistance, and monitoring of school improvement plan.

• Teacher Mentoring:

At the start of every school year, all beginning teachers are paired with a mentor teacher within their department and grade level. They are also assigned to a Professional Growth Team to begin long range planning and complete short term goals. Additionally, all beginning teachers must attend informational sessions throughout the year which include everything from lesson planning, holding parent conferences, and classroom management to making a great impression on "Back to School Night". Department chairpersons, team leaders, and administrators are also instrumental in beginning teachers' professional growth by observing their classes and giving constructive feedback on their observations. Beginning teachers are encouraged to attend as many in-service training sessions as possible to assist with their professional development.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making relating to the school improvement and accountability. This authority is delineated in Florida Statute 1001.452, Miami-Dade County School Board Rule 6Gx13- 1B-1.031, and in Miami-Dade County Public Schools/United Teachers of Dade Contract, Article XXVI, Section 5.

• Extended Learning Opportunities

Shenandoah Middle School provides after school tutorials Monday through Thursday starting in September for students seeking additional assistance in reading and mathematics. Staffed by certified language arts/mathematics/ESE teachers, these sessions target the needs of our basic students (FCAT Levels 1 and 2) as well as our AYP subgroups (Students With Disabilities and Limited English Proficient, African-Americans, Economically Disadvantaged students). Reading and Mathematics Benchmarks are specifically addressed using CRISS strategies and Reciprocal Reading strategies which help to prepare the students for the FCAT.

During the school day, the reading coaches coordinate and organize a pull-out tutoring program for FCAT Level 1 and 2 students, as well as, AYP subgroups (Students With Disabilities, Limited English Proficient, African-Americans, and Economically Disadvantaged students). In addition, students are scheduled into intensive reading and mathematics classes. Additionally, ESOL students participate in the Home Language Assistance Program, a pull-out program during the school day, which is staffed

by a certified teacher who tutors ESOL students in the content areas.

Prior to the FCAT, all students have the opportunity to participate in our three-week FCAT Intensive Prep Classes, which takes place after school. These review sessions in the reading and mathematics benchmarks are staffed by certified teachers.

• School Wide Improvement Model

Shenandoah Middle School will be participating in the 8-Step Continuous Improvement Model that is a data-driven, decision-making model for adapting instruction. Teachers will start the year by disaggregating the data (by school, by classroom, by subject, and by student). Additionally, each department will develop a timeline and instructional focus calendar to address the tested benchmarks based on their revised curriculum maps. Using state-adopted materials, focused benchmark lessons will be delivered in the classroom. Additionally, mini-assessments will be frequently used to determine mastery of the instructional program. Based on the outcomes of these assessments, students who do not master the assessed benchmarks will be provided additional tutorials as part of the instructional program. Teachers will be provided professional development opportunities by the school's Reading Leader and Reading Coach via online courses and through publisher training sessions. Finally, the administration of the school will closely monitor the instructional delivery in the classroom in order to make adjustments whenever necessary using common planning and professional development for all staff.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students at Shenandoah Middle School will continue improving reading skills as measured by student learning gains on the FCAT administration until, in 2013, 100 percent of the students meet or exceed state literacy requirements.

Needs Assessment

District and state statistical data confirm that 34% of sixth graders, 33% of seventh graders and 31% of eighth graders at Shenandoah Middle School scored at or above level 3 on the 2005 FCAT administration. An examination of district data indicates that Developmental Scale Scores increased for sixth, seventh and eighth grade students on the 2005 FCAT when compared to similar scores on the 2004 FCAT Administration. A progressive increase of 5% or higher in the number of students scoring at or above Achievement Level 3 on subsequent FCAT administrations will be attained at Shenandoah Middle School as evidenced by student achievement scores on FCAT examinations administered from March 2006 to March 2010. By 2010, 80% or more of the students will be proficient readers as defined by state standards.

NCLB SUBGROUP TARGET

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

Measurable Objective

1. Given reading instruction in the Sunshine State Standards and Competency-Based Curriculum, 44% of sixth, seventh, and eighth grade students at Shenandoah Middle School will meet or exceed state proficiency standards in reading (Level 3 or higher) as evidenced by student performance on the 2006 FCAT Reading Administration.
2. Given reading instruction in the Sunshine State Standards and Competency-Based Curriculum, 44% of Hispanic students at Shenandoah Middle School will meet or exceed state proficiency standards in reading (Level 3 or higher) as evidenced by student performance on the 2006 FCAT Reading Administration.
3. Given reading instruction in the Sunshine State Standards and Competency-Based Curriculum, 44% of Economically Disadvantaged students at Shenandoah Middle School will meet or exceed state proficiency standards in reading (Level 3 or higher) as evidenced by student performance on the 2006 FCAT Reading Administration.
4. Given reading instruction in the Sunshine State Standards and Competency-Based Curriculum, 44% of Limited English Proficient students at Shenandoah Middle School will meet or exceed state proficiency standards in reading (Level 3 or higher) as evidenced by student performance on the 2006 FCAT Reading Administration.
5. Given reading instruction in the Sunshine State Standards and Competency-Based Curriculum, 44% of Students With Disabilities at Shenandoah Middle School will meet or exceed state proficiency standards in reading (Level 3 or higher) as evidenced by student performance on the 2006 FCAT Reading Administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide target-driven data instruction in Intensive Reading classes by utilizing the 8-Step Continuous Improvement Model process.	Administrative Team, Reading Teachers	8/8/2005	5/25/2006
Analyze student assessment data from the Oral Reading Fluency Probe and STAR assessments and provide supplementary reading instruction to all students through paraprofessional support staff and tutorial reading activities.	Administrative Team, Reading Teachers	8/8/2005	5/24/2006
Provide parents with strategies to support reading achievement.	Administrative Team, Reading Coaches	8/8/2005	5/24/2006
Enable students to access on-line FCAT enhancement programs, such as FCAT Explorer, via the internet.	Administrative Team, Reading Teachers	8/8/2005	5/24/2006
Require teachers to utilize CRISS strategies and Reciprocal Teaching strategies in all core subject area classes.	Administrative Team, Reading Coaches	8/8/2005	5/24/2006
Implement Reading Framework Model throughout all reading classes.	Administrative Team, Reading Coaches, Reading Teachers	8/8/2005	5/24/2005

Use the Understanding by Design (UbD) curriculum framework and Visual Thinking Strategies to enhance student achievement.	Administrative Team, Museums Magnet Lead Teacher, Language Arts and Social Studies Teachers	8/8/2005	5/25/2006
Identify students scoring at FCAT Achievement Levels 4 and 5 for advanced, gifted, and/or honors academic programs and monitor these students' performance on periodic practice FCAT assessments in order to maintain their levels.	Administrative Team, Advanced Academics Teachers	8/8/2005	5/25/2006

Research-Based Programs

CORE PROGRAMS - Prentice Hall Literature textbook and resource materials.

SUPPLEMENTAL PROGRAMS - Quick Reads

Professional Development

Professional development will be provided to enhance reading instruction throughout the curriculum. Training in the 8-Step Continuous Improvement Model will be provided to all teachers. In addition, teachers will be provided ongoing training in CRISS strategies, Wild About Words, Reciprocal Teaching, Best Practices, and Alternative Assessment. Language Arts and Reading teachers will collaborate during bi-weekly department meetings. Training on Student Performance Indicators (SPI) will be provided to all teachers in conjunction with how to use student achievement data to drive the instructional process. Provide in-service to teachers in the use of Edusoft. New teachers will receive continuous mentoring throughout their first year of teaching. The Reading Coaches will model reading lessons in content area classes. Provide staff development in Understanding by Design and Visual Thinking Strategies to teachers.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Reading Test and by quarterly assessments using FCAT Reading Benchmarks. Reading logs will be collected every grading period. STAR test will be administered four times in the school year to determine students' reading level as well as their reading progress. Accelerated Reader, FCAT Explorer, and Read 180 will be utilized as tools to determine student progress. Quarterly Reading exams will be administered to assess each student's level of comprehension using Edusoft.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students at Shenandoah Middle School will continue improving mathematics skills.

Needs Assessment

The results of the 2005 FCAT Mathematics test indicate that 35 % of students in grades six through eight have scored at or above FCAT Achievement Level 3, 62 % have demonstrated acceptable levels of learning gains, and 62% of students scoring in the lowest 25% by grade level have demonstrated acceptable levels of learning gains as compared to the scores of the 2004 administration. The 2005 Adequate Yearly Progress Report indicates that 42% of our White students made adequate yearly progress, 30% of our Hispanic and Economically Disadvantaged students made adequate yearly progress, 15%t of our Limited English Proficient, and 14% of our Students With Disabilities made adequate yearly progress. Staff development will be provided to enhance instruction and data analysis for purpose of increasing student.

NCLB SUBGROUP TARGET

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

Measurable Objective

1. Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics performance as evidenced by a twenty percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2006 administration of the FCAT.
2. Given instruction using the Sunshine State Standard, Hispanic students in grades six through eight will increase their mathematics skills as evidenced by a twenty percentage point increase in the percent of students scoring at or above Level 3 on the 2006 administration of the FCAT in order to attain the NCLB requirements of 50% of students meeting the state mastery level.
3. Given instruction using the Sunshine State Standard, Limited English Proficient (LEP) students in grades six through eight will increase their mathematics skills as evidenced by a thirty-five percentage point increase in the percent of students scoring at or above Level 3 on the 2006 administration of the FCAT in order to attain the NCLB requirements of 50% of students meeting the state mastery level.
4. Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will increase their mathematics skills as evidenced by a twenty percentage point increase in the percent of students scoring at or above Level 3 on the 2006 administration of the FCAT in order to attain the NCLB requirements of 50% of students meeting the state mastery level.
5. Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will increase their mathematics skills as evidenced by a thirty-six percentage point increase in the percent of students scoring at or above Level 3 on the 2006 administration of the FCAT in order to attain the NCLB requirements of 50% of students meeting the state mastery level.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the 8-Step Continuous Improvement Model Process.	Administrative Team, Mathematics Teachers	8/8/2005	5/24/2006
Identify students scoring at FCAT Achievement Levels 4 and 5 for advanced, gifted, and/or honors academic programs and monitor these students' performance on periodic practice FCAT assessments in order to maintain their levels.	Administrative Team, Mathematics Teachers	8/8/2005	5/24/2006
Identify students who scored at FCAT Achievement Levels 1 and 2 and provide these students with remediation based on individual deficiencies through before, after, and during school tutoring programs.	Administrative Team, Mathematics Dept. Chair person, Mathematics Teachers	8/8/2005	5/24/2006
Implement journal entry writing for Students With Disabilities (SWD) and Limited English Proficiency (LEP) students that provides them with an opportunity to express their mathematical thoughts/processes in a verbal format based on concepts that are assessed on the FCAT.	Administrative Team, Mathematics Teachers	8/8/2005	5/24/2006

Emphasize a school wide program focused upon the improvement of test taking techniques by administering Practice FCAT Tests according to weakest SSS Strand based on data from the 2005 FCAT results found on the Student Performance Indicator (SPI); teachers will use data from these tests to further direct instruction on the identified weaknesses.	Administrative Team, Mathematics Dept. Chairperson, Reading Coaches, Mathematics Teachers	8/8/2005	5/24/2006
Enhance test-taking techniques, all FCAT Practice Test will be administered in conditions similar to the actual FCAT to further enhance the program and sensitize students to the actual test.	Administrative Team, Mathematics Teachers	8/8/2005	5/24/2006
Offer inclusion classes to Students With Disabilities (SWD) co-taught by both an ESE teacher and a general education teacher in mathematics.	Administrative Team, Mathematics Teachers	8/8/2005	5/24/2006
Provide opportunities for students to expand project-based learning in order to increase higher-order thinking and problem-solving skills.	Administrative Team, Mathematics Teachers	8/8/2005	5/24/2006

Research-Based Programs

CORE PROGRAMS – Glencoe Applications and Concepts (Course 1, Course 2, and Course 3), Glencoe Algebra, and Glencoe Geometry textbooks with resources.

Professional Development

Professional development will be provided to enhance mathematics instruction throughout the curriculum. Teachers will be provided with ongoing training in CRISS strategies, Kaplan, EduSoft, the 8-step Continuous Improvement Model, and SPI to enable teachers to use student data and set academic goals for the year. In addition, the mathematics department chairperson, the Reading Leader, and the Reading Coach will model lessons throughout mathematics classes.

Evaluation

This objective will be evaluated by scores on the Mathematics portion of the 2006 FCAT. Scores on District-provided Interim Assessments, school-wide Practice FCAT tests, FCAT Explorer reports, Riverdeep reports.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students at Shenandoah Middle School will continue to improve writing skills.

Needs Assessment

Results of the 2005 FCAT Writing test indicate that 79% of the eighth grade students tested scored 3.5 or higher. Nevertheless, there is a need for the remaining 21% of the students to become proficient in writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing proficiency by 1% to meet state mastery level on the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer district-developed diagnostic writing pre and post-tests to all students in preparation for the FCAT Writing test using both expository and persuasive prompts.	Administrative Team, Language Arts Dept. Chairperson, Language Arts Teachers	8/8/2005	5/24/2006
Identify students scoring low on the school-based FCAT Writing pre-test and provide additional instruction in the writing process.	Administrative Team, Language Arts Dept. Chairperson, Language Arts Teachers	8/8/2005	5/24/2006
Create a bank of content-based prompts for mathematics, science and social studies.	Administrative Team, Language Arts Dept. Chairperson	8/8/2005	5/24/2006
Increase participation in the annual school Reading/Writing Fair.	Administrative Team, Language Arts Dept. Chairperson, Language Arts Teachers	8/8/2005	5/24/2006
Identify and recruit potential students for Advanced Academics through teacher recommendations, test scores, and student interest.	Administrative Team, Language Arts Dept. Chairperson, Language Arts Teachers	8/8/2005	5/24/2006
Provide students with graphic organizers to assist in the planning stage of the writing process.	Administrative Team, Language Arts Teachers	8/8/2005	5/24/2006
Use the Understanding by Design (UbD) curriculum framework and Visual Thinking Strategies to enhance student writing proficiency.	Administrative Team, Museums Magnet Lead Teacher, Language Arts Teachers	8/8/2005	5/24/2006

Research-Based Programs

CORE PROGRAMS - Write Traits writing program, Visual Thinking Strategies (VTS), and Understanding by Design (UbD).

Professional Development

Teachers will receive training in the Six Trait writing process, holistic scoring, Data-Driven Decision Making, CRISS Training, Curriculum Mapping, Vertical Teaming, Integrated Writing Instruction, Continuous Improvement 8-Step Model Process, and Data Enacted Curriculum.

Evaluation

This objective will be evaluated by the scores on the 2006 FCAT Writing test, by pre and post test of the district-developed writing test pattern, and by reviewing Student Portfolios.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Students at Shenandoah Middle School will continue to improve science skills.

Needs Assessment

Results of the 2005 FCAT Science Test indicate that eighth grade students at Shenandoah Middle School scored an average of 254 points, which is 18 points below the District mean scale score of 272. Based on the test results, there is a need for improvement in Scientific Method/Critical Thinking, Life Science, Earth Science, and Physical Science/Chemistry. In addition, results of a site-devised pre/post test indicate that our sixth grade students need remediation in all of the standards whereas our seventh and eighth grade students need remediation in Force and Motion, Earth Science, Life Science and the Scientific Method. The following needs have been identified: the need to identify the students who are deficient in the targeted benchmarks; the need to integrate appropriate technology, which addresses scientific concepts; and the need to increase hands-on activities to enhance concept development.

Measurable Objective

Given instruction using the Sunshine State Standards, eighth grade students will increase their science skills by scoring at or above the District mean scale score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a school-developed diagnostic science test to all students in order to target their weaknesses in the area of science.	Administrative Team, Science Dept. Chairperson, Science Teachers	8/8/2005	5/24/2006
Provide appropriate intervention for students scoring in the low range of the science diagnostic test.	Administrative Team, Science Dept. Chairperson, Science Teachers	8/8/2005	5/24/2006
Facilitate data-driven decision making by providing teachers with all available data to enable them to analyze and monitor the ongoing progress of their students.	Administrative Team, Science Dept. Chairperson, Science Teachers	8/8/2005	5/24/2006
Identify and recruit potential students for Advanced Academics through teacher recommendations, test scores, and student interest.	Administrative Team, Science Dept. Chairperson, Science Teachers	8/8/2005	5/24/2006
Increase the number of Science Engineering Communications Mathematics Enhancement (SECME) activities.	Administrative Team, Science Dept. Chairperson, Science Teachers	8/8/2005	5/24/2006
Develop science projects to be entered into the annual science fair.	Administrative Team, Science Dept. Chairperson, Science Teachers	8/8/2005	5/24/2006
Increase number of laboratory activities in order to strengthen critical thinking skills.	Administrative Team, Science Dept. Chairperson, Science Teachers	8/8/2005	5/24/2006

Research-Based Programs

CORE PROGRAMS - Glencoe Science Voyage textbook and resources. In Earth and Space Science, the Science Insights and resources are used. Biology students use the text by Holt, Reinhart and Winston titled Visualizing Life. SUPPLEMENTAL PROGRAMS - CRISS strategies., Riverdeep

Professional Development

Teachers will receive training in Riverdeep, CRISS and will be provided with a science curriculum map to follow.

Evaluation

This objective will be evaluated by the scores on the 2006 FCAT Science 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Parents at Shenandoah Middle School will continue to participate in school related functions in order to increase student achievement.

Needs Assessment

Several parents of students at Shenandoah Middle School have recently migrated to the United States. These parents are not familiar with the Miami-Dade County School System and/or with assistance programs available to them or their children. The parents need assistance from the school site in order to familiarize themselves with the education the children are receiving. Parental workshops, PTSA meetings, EESAC meetings, and school events attendance rosters, community Involvement Specialist's monthly reports, and parent conference logs indicate a 12% increase in parental involvement through school sponsored events during the 2004-2005 school year when compared to similar reports from the 2003-2004 school year. Available data indicates that, while parent involvement has increased, 57% of parents did not attend school sponsored events.

Measurable Objective

Parent participation through school sponsored events during the 2005-2006 school year will increase by three percentage points from that of the 2004-2005 school year as evidenced by attendance records.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide school communications in the parents' home language.	Administrative Team, Teachers	8/8/2005	5/24/2006
Encourage parent and teacher participation in the school's PTSA.	Administrative Team, Teachers, Student Services	8/8/2005	5/24/2006
Continue "Report Card Saturdays," where parents are encouraged to pick up their child's report card and meet members of the instructional and administrative staff.	Administrative Team, Teachers, Student Services	8/8/2005	5/24/2006
Conduct parent meetings and conferences at times that accommodates family schedules.	Administrative Team, Teachers, Student Services	8/8/2005	5/24/2006
Improve communication of all activities through the publication of a monthly calendar and newsletter and continue use of the school's website to impart important information to parents.	Administrative Team, Teachers	8/8/2005	5/24/2006
Provide students with agendas in order to improve students' organizational and time management skills, document home learning activities, record upcoming tests, and short and long range plans. Encourage parents to regularly review the agenda book in order to improve student completion of assignments.	Administrative Team, Teachers, Student Services	8/8/2005	5/24/2006
Continue updating school and District information to be disseminated through the Parent Resource Center (PRC).	Administrative Team, Teachers, Student Services	8/8/2005	5/24/2006

Research-Based Programs

CORE PROGRAMS- National Standards for Parent and Family Involvement Programs by the National P.T.S.A.(English and Spanish versions available), Visual Thinking Strategies (VTS) Parent Workshop.

Professional Development

Not Applicable

Evaluation

Parental workshops, meetings, and school events attendance rosters - Community Involvement Specialist's monthly reports - PTSA Membership rosters - and EESAC attendance rosters.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

All students at Shenandoah Middle School will adhere to the M-DCPS Student Code of Conduct in order to promote and maintain a safe learning environment.

Needs Assessment

Based on the number of Student Case Management Referral Forms (SCAMS) for the 2004-2005 school year, faculty and staff have indicated a need to implement additional proactive discipline measures in order to decrease the number of SCAMS.

Measurable Objective

Given the implementation of the school safety and discipline plan, the number of Student Case Management Referral Forms (SCAMS) for the 2005-2006 school year will decrease by a one percentage point as compared to the number of 2004-2005 SCAMS.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide incentives for students exhibiting improved behavior (i.e. field days, book give-aways).	Administrative Team, Student Services Department, Community Involvement Specialist	8/8/2005	5/24/2006
Meet with all team leaders on a weekly basis to discuss the improvement of academic achievement and student behavior.	Administrative Team, Team Leaders, Student Services Department	8/8/2005	5/24/2006
Provide literature to parents on behavior management through the Parent Resource Center, parent conferences, and home visits by Community Involvement Specialist.	Administrative Team, Student Services Department, Community Involvement Specialist	8/8/2005	5/24/2006
Assist in coordinating outside agencies intervention with selected students and parents.	Administrative Team, Trust Counselor, Student Services Department, Community Involvement Specialist	8/8/2005	5/24/2006
Address student behavior standards and expectations during student orientation assemblies and distribute a copy of the M-DCPS Student Code of Conduct to each student.	Administrative Team, Student Services Department, Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Assertive Discipline and Classroom Management workshops

Evaluation

This objective will be evaluated based on the results of the number of Student Case Management Referral Forms completed at the end of the 2005-2006 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Increase student use of technology.

Needs Assessment

Student, Parent, Faculty, and Staff interest surveys indicate a need for additional instruction and the use of technology. There is a need for staff development in the use of laptops and LCD projectors as well as with the electronic gradebook.

Measurable Objective

Given instruction in computer skills, sixth, seventh and eighth grade students at Shenandoah Middle School will increase the use of technology as evidenced 65% of the students in the Social Studies and Language Arts classes present multimedia projects.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Expand use of computer technology in the T.V. production classes.	Administrative Team, T.V. Production Teacher, Library Media Specialist	8/8/2005	5/24/2006
Present multimedia use workshops for teachers, staff, and interested parents.	Administrative Team, Library Media Specialist, Social Studies Department Chair	8/8/2005	5/24/2006
Use computer technology to enhance the Museums Magnet Program.	Administrative Team, Lead Magnet Teacher	8/8/2005	5/24/2006
Increase number of multimedia projects entered in the Science Fair, Reading/Writing Fair, and museums magnet displays.	Administrative Team, Library Media Specialist, Social Studies and Language Arts Teachers	8/8/2005	8/8/2005
Instruct students in the use of various technology in order to increase the number of multi-media projects across the curriculum.	Administrative Team, Library Media Specialist, Social Studies and Language Arts Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Visual Thinking Strategies, Understanding by Design, Atomic Learning

Evaluation

The evaluation of this objective will be based on the number of multimedia projects presented by students in the Language Arts and Social Studies classes during the 2005-2006 school year.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Increase the number of students achieving silver and gold honor cards in the FITNESSGRAM Program.

Needs Assessment

According to the FITNESSGRAM Program at Shenandoah Middle School, 96% of the students enrolled in Physical Education classes in 2004-2005 were tested. This test included 143 seventh graders and 99 eighth graders. Fifty-six percent of the students enrolled in the physical education program received gold and silver district fitness awards. Forty-nine students passed six out of six tests. These students met the qualifications for a gold card. Eighty-six students passed five out of six tests. These students received a silver card.

Measurable Objective

The number of students receiving gold and silver district fitness awards in the 2005-2006 school year will increase by 10% when compared to those who received gold and silver district fitness awards in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Demonstrate the aesthetic and creative aspects of performance.	Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/8/2005	5/24/2006
Implement positive health behaviors and enhance wellness.	Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/8/2005	5/24/2006
Develop basic skills and safety procedures for outdoor sports.	Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/8/2005	5/24/2006
Demonstrate competency and proficiency in physical activity.	Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/8/2005	5/24/2006
Recognize proper techniques for performing physical activities associated with middle school sports	Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated based on the number of students who are reported to have received gold and silver district FITNESSGRAMS on the Miami-Dade County Public Schools 2005-2006 Physical Fitness Testing Middle School Report Form submitted by Shenandoah Middle School in the Spring of 2006.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Increase the number of students enrolled in Art classes.

Needs Assessment

Enrollment figures from 2004-2005 indicate that 273 out of 1,486 students were enrolled in Art classes.

Measurable Objective

The number of student-created art will increase by five percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide the opportunity for students to attend study trips to the museums	Administrative Team, Art Teachers, Magnet Lead Teacher	8/8/2005	5/24/2006
Participate in the Page at a Time (PAT) project in conjunction with the Wolfsonian Museum in which students will create a thematic book.	Administrative Team, Art Teachers, Language Arts Teachers, Museums Magnet Lead Teacher	8/8/2005	5/24/2006
Establish an Art Club.	Administrative Team, Art Teacher, Museums Magnet Lead Teacher	8/8/2005	5/24/2006

Research-Based Programs

Enrollment figures from 2004-2005 indicate that 273 out of 1,486 students were enrolled in Art classes

Professional Development

Training for the teachers involved in the PAT project will be provided by the Museum Partners. Curriculum meetings will be held with the teachers and the museum partners before each study trip.

Evaluation

This objective will be evaluated based on the number of exhibitions in the school museum.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Shenandoah Middle School will improve its ranking in the Return On Investment index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2003, Shenandoah Middle School ranked at the 72nd percentile on the State of Florida Return On Investment (ROI) index publication.

Measurable Objective

Students at Shenandoah Middle School will improve its ranking on the State of Florida ROI index publication from 72nd in 2004 to the 73rd 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.	Administrative Team, EESAC members	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Administrative Team, EESAC members, Department Chairs	8/8/2005	5/24/2006
Consider partnering with community agencies.	Administrative Team	8/8/2005	5/24/2006
Collaborate with cultural institutions.	Administrative Team, Museums Magnet Lead Teacher	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base.	Administrative Team, EESAC members, Trust Counselor, Career Specialist	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Shenandoah Middle School will show progress toward reaching the 73th percentile.

EESAC Compliance

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

Budget:

The Educational Excellence School Advisory Council(EESAC) recommended expenditures regarding the use of EESAC funds be based on current school needs.

Training:

The Educational Excellence School Advisory Council (EESAC) recommended continued staff training in the areas of reading, writing, mathematics, science, and technology for all teachers across the curriculum.

Instructional Materials:

The Educational Excellence School Advisory Council (EESAC)recommended the following: classroom libraries for all teachers, additional Accelerated Reader books, and continued used of Riverdeep and FCAT explorer.

Technology:

The Educational Excellence School Advisory Council (EESAC)recommended continued tracking of students' independent reading through Accelerated Reader, READ 180, and STAR programs, additional workshops for teachers in the use of the electronic grade book, and assistance in the use of the Internet as a communication/teaching/learning technology.

Staffing:

The Educational Excellence School Advisory Council (EESAC) recommended better usage of the paraprofessionals in the classroom. Additionally, members of the EESAC serve on the school's Interview Committee, a committee that selects potential staff members.

Student Support Services:

The Educational Excellence School Advisory Council (EESAC)recommended that the Community Involvement Specialist (CIS) increase contact with students and parents by making visitations to the homes of those students needing additional assistance and/or intervention.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council (EESAC) recommended that a needs assessment be administered to the staff and its results be used to determine what additional resource material, are needed in order to improve academic achievement.

Benchmarking:

The Educational Excellence School Advisory Council (EESAC) recommended students and teachers continue to address science skills.

School Safety & Discipline:

The Educational Excellence School Advisory Council (EESAC) recommended that the TRUST counselor continue to provide individual and group counseling to targeted groups of students-at-risk.

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