
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6861 - Southwood Middle School

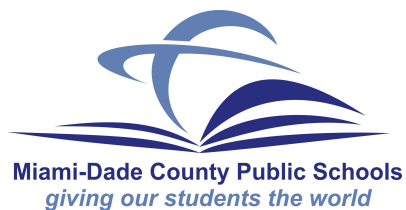
FeederPattern: Miami Palmetto Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Jane Garraux

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Southwood Middle School

Southwood Middle School, located in a residential community of South Miami-Dade County, provides educational opportunities for students in grades six, seven, and eight. The ethnic/racial makeup of the student population is 37 percent Hispanic, 36 percent Anglo, 20 percent African-American, 7 percent Asian, Indian, and multiracial. As the first magnet school in Miami-Dade County, and a Magnet Schools of America Award recipient, Southwood specializes in the visual and performing arts while serving the many cognitive and affective needs of a varied student population. This program offers talented students from the school's target area a special opportunity to develop their gifts in the area of music, photography, fine arts, drama, and dance. Thirty percent of the school's population is from the school's magnet target area which extends beyond the school's regular boundary.

The faculty and parents, along with the Educational Excellence School Advisory Council, work together to maintain the school's reputation as one of Miami-Dade County's finest. The EESAC, along with the faculty, staff, and administration of Southwood Middle School, have reviewed student achievement and conducted a needs assessment across the curriculum. This assessment has led to the development of the following School Improvement Plan goals for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their reading skills as evidenced by 72% of the students scoring at or above Level 3 on the 2006 administration of the FCAT Reading subtest.

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematics skills as evidenced by 74% of the students scoring at or above Level 3 on the 2006 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards, students identified under NCLB as African-American will improve their mathematics skills as evidenced by 50% of the students scoring at or above Level 3 on the 2006 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by 90% of the students scoring at or above 4.0 on the 2006 administration of the FCAT Writing+ test.

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by meeting or exceeding the District's mean scale score on the 2006 administration of the FCAT Science test.

Given increased attention to communication with all stakeholders, the amount of parental participation in school functions, activities, and workshops will increase by 5%, as evidenced by comparing parent participation and volunteer logs for the 2004-2005 and 2005-2006 school years.

Given participation in a character education program, 70% of the students taking a Student Safety Survey will demonstrate an increase in the overall score as evidenced by comparing the 2005 Fall and Spring Surveys.

Given an emphasis on the use of technology in education, the number of teachers participating in technology training workshops will increase by 5%, as evidenced by comparing teacher participation logs for the 2004-2005 and 2005-2006 school years.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 6-8 enrolled in Physical Education will improve their physical fitness level as evidenced by 62% of the students scoring a Gold or Silver award rating on the 2006 administration of the FITNESSGRAM test.

By enhancing and augmenting the talent magnet recruitment strategies, the visual and performing arts student population will increase by 5%, as evidenced by the 2006 Magnet Acceptance List Report when compared to the 2005 report.

Southwood Middle School will improve its ranking on the State of Florida ROI index publication from the 94th percentile to the 95th percentile on the next publication of the index.

Southwood Middle School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the EESAC. Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed. Based on the results of the Organizational Performance Improvement Snapshot survey, Southwood Middle School has identified a few issues concerning our education design and strategic planning that we must explore and challenge further.

Many students from the economically disadvantaged area seem reluctant to spend the time outside of the classroom that is needed to master new skills and to retain competence in skills already instructed. Through the use of FCAT Enhancement funds, we will provide an after-school homework help program to support students in their academic pursuits. Additionally, EESAC will provide funding for an activity bus to provide transportation to those students who wish to stay for after-school tutoring or academic and special interest clubs.

In reviewing our strategic planning issues, we found that for the most part, faculty and staff feel that they are included and involved in the development of goals and objectives, but they sometimes feel as if they are functioning in isolation. To improve this, we will expand and promote opportunities for exchange of information and knowledge among all stakeholders. We will provide opportunities during department meetings and subject specific inservices during early dismissal days, as well as provide professional growth teams for all staff members. Additionally, we will offer professional development on data analysis and infusing technology into the curriculum.

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.

Southwood Middle School

VISION

Southwood Middle School strives to forge a partnership with society in order to build a community of learners who are well prepared to meet the challenges of a technologically advanced work force. In order to do so, the school offers its diverse population an intellectually stimulating curriculum in a culturally rich and accepting environment. Ultimately, students will develop a sense of respect for the individual rights of others while developing their own sense of self.

MISSION

Southwood Middle School, Center for the Arts, is committed to preparing today's students to become productive, responsible, and self-reliant citizens ready to meet the challenges of tomorrow's technological and multicultural society.

CORE VALUES

Excellence

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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.

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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

Southwood Middle School provides an educational program based on the Sunshine State Standards and the Competency-Based Curriculum for students in grades six, seven, and eight. The school houses Miami-Dade County's first Magnet Program for the Arts, and a Magnet Schools of America Award recipient. (The school has won countless local and national awards.) This program offers talented students from the school's target area a special opportunity to develop their gifts in the area of music, photography, fine arts, drama, and dance. Southwood Middle School provides students with advanced, honors, and Gifted classes, in core academic areas. Some of these students are eligible for high school credit in areas such as Algebra 1 Regular, Algebra 1 Honors, Earth/Space Science, Geometry Honors, Spanish and French. Southwood also provides services to students with special needs, which include emotionally handicapped, educable mentally handicapped, learning disabled, and other health impaired students. Additionally, students that scored a Level 1 and 2 on their 2005 FCAT Reading subtest were placed in an intensive reading or intensive reading plus elective. The school's extensive technology offers students, faculty, and parents the facilities to use the Internet and the latest technological advances to extend learning at the school site and at home. Currently, there is at least one computer in each classroom, two labs for teachers, including one portable lab-top for classroom use. Student services are provided to address students' cognitive and affective needs. They offer peer mediation, Project Wisdom, ongoing TRUST support/counseling groups, mentoring, and other affective services.

Southwood Middle School is located in a residential community on approximately 18 acres in the south end of Miami-Dade County. We provide educational opportunities for a total population of 1,774 students in grades six, seven, and eight. The school is housed in one, two-story building and a nine classroom concrete building. Thirty percent of the school's population is from the school's magnet target area which extends beyond the school's regular boundary. The ethnic/racial makeup of the total student population is 37 percent Hispanic, 36 percent Anglo, 20 percent African-American, 7 percent Asian, Indian, and multiracial. The school is comprised of students from relatively middle to high income bracket families, while a smaller percentage of the student body represents a low to middle income bracket.

The school employs 121 full-time staff members and 27 part-time staff members. Of this group, four are administrators, 80 are classroom teachers, 20 are exceptional student teachers (including Gifted), six are student services personnel, 10 are clerical employees, eight are full-time security monitors, 20 are cafeteria workers, and 10 are custodial service workers. The ethnic/racial makeup of the faculty is 51 percent Anglo, 27 percent Hispanic, 20 percent African-American, and 2 percent Asian, Indian, and multicultural. Approximately 52 percent of the faculty has obtained a post graduate degree. The faculty and parents, along with the Educational Excellence School Advisory Council (EESAC), work together to maintain the school's reputation as one of Miami-Dade's finest.

School Foundation

Leadership:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.1. Based on these results, it is evident that the faculty and staff are pleased with the leadership of the school and the direction for the year. These results showed that they are happy with their positive working environment and feel included in the day-to-day operations of the school. They know the school's vision and mission and what Southwood is trying to accomplish.

District Strategic Planning Alignment:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 3.8. Based on these results, Southwood will create a learning community comprised of all stakeholders so they may share their ideas for the future growth of the school. Faculty and staff feel that they are included and involved in the development of goals and objectives.

Stakeholder Engagement:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.2. Based on these results, it is evident that our faculty and staff are aware of students' needs and communicate with students and parents, alike. Teachers feel it's important to communicate frequently with parents in order to assist with their needs and concerns. They tend to communicate with parents immediately to curtail any negative issues, concerns, or perceptions.

Faculty & Staff:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.1. Based on these results, it is evident that Southwood enjoys a healthy level of collegiality and camaraderie. Faculty and staff cooperate and work well as a team. As a middle school, we firmly believe in the middle grade philosophy and have teams and team building activities, for both teachers and students. Additionally, at the beginning of every 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, every 1st Tuesday of the month, all beginning teachers must attend mini workshops that include everything from lesson planning and classroom management to making a great impression on "Back to School Night." Department chairpersons and team leaders are also instrumental in beginning teachers' professional growth, by observing their classes and giving constructive feedback on his/her observations. Finally, beginning teachers are sent to as many inservice trainings sessions as possible to assist with their professional development.

Data/Information/Knowledge Management:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.3. Based on these results, Southwood enjoys a high degree of knowledge and ability in utilizing data to monitor progress, with both student achievement and teaching needs. Teachers know how to measure the quality of their work and routinely analyze it to see if changes are needed.

Education Design:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 3.9. Based on these results, faculty and staff feel confident in the processes involved in their work. They get resources needed and collect information routinely in order to assist them in monitoring their level of performance with regard to student achievement and comprehension. Southwood currently participates in the 8-step Continuous Improvement Model that is a data-driven, decision-making model for adapting instruction. We will begin the year by disaggregating the data (by school, by classroom, by subject, and by student). Additionally, each department will analyze their scope and sequence and develop a timeline and instructional focus calendar to address the tested benchmarks. 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. Conversely, students who do master the assessed benchmarks will be provided enrichment experiences as part of the instructional program. Teachers will be provided professional development opportunities via online or through publisher training sessions. Finally, the leaders 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.

With regard to extended learning opportunities, methods of meeting our student needs are carefully analyzed and selected. Students' academic progress is monitored by teachers, parents and students to determine if additional support is needed. Based on the sub-groups addressed in NCLB that did not make Adequate Yearly Progress, new programs have been initiated to provide academic support. They include academic tutoring available before or after school, extended Media Center hours to accommodate after-school homework help, a mandatory FCAT Reading Intensive and Intensive Plus program for all Level 1 and 2 students, and our pull-out math program used with our Level 1 students.

Performance Results:

As per the Organizational Performance Improvement Snapshot survey, this category received an average score of 4.0. Based on these results, it is evident that faculty and staff feel that our school sets high standards and behaves ethically in every facet of the program. The staff is very satisfied with their job, school and the community we serve. Because of this, students, teachers, and parents make Southwood one of the most important components in their lives. This ensures an overall quality and academic excellence in both teachers and students.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading achievement will improve in order to meet state and federal requirements.

Needs Assessment

Analysis of the 2005 FCAT Reading data indicate that 70% of our students demonstrate proficiency levels in reading, 64% of our students made learning gains, and 62% of the lowest quartile made adequate progress. While these figures are within adequate progress range, an assessment of data reveals that 35% of our overall student population scored at Level 1 or 2 on the FCAT Reading subtest (185 – Grade 6, 177 – Grade 7, 266 – Grade 8). Special interventions targeting regular level and ESE classes will need to be employed in order to reach these students. Analysis of the specific cluster data indicates that all reading content clusters are at or above 50% for all grade levels. Students in grade 6 are most successful with identifying main idea and author's purpose, applying reference and research skills, and vocabulary development. Their area of need is in identifying causal relationships and comparisons. Students in grades 7 and 8 are most successful with vocabulary development, identifying main idea and author's purpose, and identifying causal relationships and comparisons. However, this population's greatest area of need is in applying reference and research skills. Further assessment revealed a need for teacher collaboration, common planning times, and professional development which entails the following: collaboration on scope and sequence, infusing reading skills across the curriculum into the content areas, and standardizing the use of selected CRISS strategies across the curriculum, data analysis, and technology skills.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their reading skills as evidenced by 72% of the students scoring at or above Level 3 on the 2006 administration of the FCAT Reading subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue the use of rubrics and multi-modal strategies by teachers in all subject areas in order to familiarize students with performance expectations and holistic scoring, and alternative assessments.	Assistant Principal, Department Chairpersons, Teachers	08/22/05	05/05/06
Simulate FCAT-type reading questions on weekly and unit tests to establish familiarity and acquire skills with the SSS tested benchmarks in reading.	Assistant Principal, Department Chairpersons, Teachers	08/22/05	05/05/06
Utilize Academy of Reading and Read 180 computer-assisted reading programs for all Level 1 and 2 students in regular and ESE reading classes to strengthen reading comprehension skills and help to close the achievement gaps among subgroups designated in No Child Left Behind.	Language Arts Department Chairperson, Reading Teachers	08/22/05	05/05/06
Develop an academic improvement plan for every student not meeting minimum District performance levels in reading.	Language Arts Department Chairperson, Team Leaders, Reading Teachers, Language Arts Teachers	08/22/05	05/05/06
Train all content area teachers to use Student Performance Indicators (SPI) to identify strengths and weaknesses in individual students and use this data to drive instruction and monitor progress as part of our Continuous Improvement Model.	Assistant Principal, Department Chairpersons, Teachers	08/22/05	05/05/06
Continue to implement and support the requirements of the District Comprehensive Research-Based Reading Plan and the Middle School Rigorous Reading Requirement across all academic disciplines, with an emphasis on guided reading instruction utilizing support material which emphasizes information-based and non-fictional reading passages to enhance comprehension and vocabulary.	Assistant Principal, Department Chairpersons, Teachers	08/22/05	05/05/06

Research-Based Programs

Core curricula are Prentice Hall Literature, Academy of Reading, and Read 180. Additional resources include Accelerated Reader and STARS.

Professional Development

Reciprocal Teaching Strategies; Rubrics in the Classroom; Middle School Task Questions Cards; CRISS Strategies, Data Analysis, Linking Data to Instruction, Differentiated Instruction, Curriculum Mapping and Alignment, Student Performance Indicators (SPI) Training.

Evaluation

The 2006 Florida Comprehensive Assessment Reading Test score reports will indicate the percentage of students scoring at or above Level 3 in reading. For benchmarking purposes, the District's Interim Assessments, the Gates-MacGinite test, and the Oral Reading Fluency Probe will be administered as evaluation tools to diagnose and monitor student progress. Student grade reports will be analyzed and monitored, as well.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Mathematics achievement will improve in order to meet state and federal requirements.

Needs Assessment

Analysis of the 2005 FCAT Mathematics data indicate that 73% of our students demonstrate proficiency levels in mathematics and 76% of our students made learning gains. While both of these figures are well within adequate progress range, a study of data disaggregated by subgroup uncovered a need for improvement with African-American students. Additionally, assessment of data reveals that 33% of our overall student population scored at Level 1 or 2 on the FCAT Mathematics subtest (197 – Grade 6, 200 – Grade 7, 182 – Grade 8). Special interventions targeting regular level and ESE classes will need to be employed in order to reach these students. For all grade levels, the five mathematics content clusters are at or above 50% with the exception of the content cluster of measurement for students in grade 7. Additionally, students in grades 6 and 7 are experiencing some difficulty with algebraic thinking skills, while experiencing success in the other content areas. Conversely, students in grade 8 experienced success with number sense and some difficulty with geometry skills, while making no gains in the other content areas. Further assessment revealed that professional development is needed in the areas of data analysis and subsequent modification of instructional strategies, reinforcement of reciprocal teaching strategies, and collaboration on scope and sequence and uniformity of assessment practices.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematics skills as evidenced by 74% of the students scoring at or above Level 3 on the 2006 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards, students identified under NCLB as African-American will improve their mathematics skills as evidenced by 50% of the students scoring at or above Level 3 on the 2006 administration of the FCAT Mathematics subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize ASMuD (Add, Subtract, Multiply & Divide) Problem of the Day and FCAT- style warm-ups in order to strengthen computational and higher-order critical thinking skills.	Math Teachers	08/22/05	05/05/06
Utilize calculators in all 7th and 8th grade classes to increase students' proficiency.	7th and 8th Grade Math Teachers	08/22/05	05/05/06
Simulate FCAT-type mathematics questions on weekly and unit tests to establish familiarity and acquire skills with the SSS tested benchmarks in math.	Math Teachers	08/22/05	05/05/06
Provide teachers with training designed to support their curriculum as it relates to the utilization of technology and multi-modal instructional strategies in the classroom, specifically targeting all NCLB subgroups.	Assistant Principal, Math Department Chairperson, Math Teachers	09/12/05	05/05/06
Develop an academic improvement plan for every student not meeting minimum District performance levels in mathematics.	Math Department Chairperson, Team Leaders, Math Teachers	08/22/05	05/05/06
Utilize statistical analysis of the FCAT results available through the District's Information Clearinghouse to identify strengths and weaknesses in individual students and use this data to drive instruction and monitor progress as part of our Continuous Improvement Model.	Assistant Principal, Math Department Chairperson, Math Teachers	08/22/05	05/05/06
Create small group "pull-out" instruction and after-school "Homework Help" targeting Level 1 and 2 students to help close the achievement gaps among subgroups designated in NCLB.	Math Teachers	08/22/05	05/05/06

Research-Based Programs

Core curricula are Glencoe Math Applications and Concepts Courses 1-3, Glencoe Pre-Algebra, Glencoe Algebra 1, Glencoe Geometry, RiverDeep and FCAT Explorer.

Professional Development

Reciprocal Teaching Strategies, CRISS Strategies, Data Analysis, Linking Data to Instruction, Differentiated Instruction, Curriculum Mapping and Alignment, Student Performance Indicators (SPI) Training, RiverDeep program, Use of Manipulatives.

Evaluation

The 2006 Florida Comprehensive Assessment Mathematics Test score reports will indicate the percentage of students scoring at or above Level 3 in mathematics. For benchmarking purposes, the District's Interim Assessments will be administered twice prior to the FCAT as evaluation tools to diagnose and monitor student progress. Student grade reports will be analyzed and monitored, as well.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Writing scores will improve in order to meet state and federal requirements.

Needs Assessment

Analysis of the 2005 FCAT Writing+ test data indicates that 89% of grade 8 students met high standards. Additionally, an assessment of data reveals that only 31% of our students in grade 8 scored below 4.0 on the FCAT Writing+ test. Analyses of classroom writing samples also reveal that students in grade 6 and 7 require further instruction on differentiating between persuasive and expository writing. Instruction beyond the formulaic five-sentence paragraph is needed, such that students learn to infuse “voice” into their writing, as prescribed by the FCAT Writing Image CD.

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 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 8 will improve their writing skills as evidenced by 90% of the students scoring at or above 4.0 on the 2006 administration of the FCAT Writing+ test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Prentice Hall Timeless Themes/Timeless Voices Textbook to increase awareness and identification of "voice" in student writing and literature.	Language Arts Department Chairperson, Language Arts Teachers	08/22/05	05/05/06
Utilize instruction and timed-practice drills twice a month by interchangeably using persuasive and expository writing prompts.	Language Arts Department Chairperson, Language Arts Teachers	08/22/05	05/05/06
Provide teachers with training designed to support increased use of writing activities across the curriculum, with emphasis on expository and persuasive writing utilizing the FCAT Writing Image CD and other materials.	Assistant Principal, Language Arts Department Chairperson, Teachers	08/22/05	05/05/06
Utilize student writing errors to develop mini-lessons to teach grammar.	Language Arts Department Chairperson, Language Arts Teachers	08/22/05	05/05/06
Develop an academic improvement plan for every student not meeting minimum District performance levels in writing.	Language Arts Department Chairperson, Team Leaders, Language Arts Teachers	08/22/05	05/05/06
Continue writing instruction strategies using "FIRES" to create, develop, and support student writing.	Language Arts Department Chairperson, Language Arts Teachers	08/22/05	05/05/06
Continue to use the FCAT Writing Test rubric in order to score student samples and to familiarize students with performance expectations and holistic scoring in order to monitor progress as part of our Continuous Improvement Model.	Language Arts Department Chairperson, Language Arts Teachers	08/22/05	05/05/06

Research-Based Programs

Core curricula are FCAT Writing Image CD, Prentice Hall Timeless Themes/Timeless Voices, and NCTE Writing Standards.

Professional Development

The Writing Institute, Reciprocal Teaching Strategies, the Writing Process and Rubrics Scoring, Student Performance Indicators (SPI) Training.

Evaluation

The 2006 FCAT Writing+ test score reports will indicate the percentage of students scoring at or above 4.0 in writing. For benchmarking purposes, the District's Writing Pre-Progress-Post tests will be administered and guide instruction.

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Science scores will improve in order to meet state and federal requirements.

Needs Assessment

Achievement levels have not yet been determined for the Science FCAT. However, an assessment of the data reveals that Southwood Middle School has the 7th highest mean scale score for middle schools in Miami-Dade County. Additionally, scores in all four content areas were above the county and state means, with the exception occurring in the content areas of Physical and Chemical Science and Earth/Space Science, where we tied the state. On average, students were best able to answer life and environmental science questions, as well as scientific thinking content questions. The area of greatest need appears to be in the content area of earth and space science; only 50% of our students achieved mastery in this content area. This analysis of student performance data indicates a need for more opportunities to learn astronomy, sound/light, and the earth's forces. Students using computer models to learn and apply the skills necessary could achieve great success in this content area. Professional development activities will be developed through department collaboration and interdisciplinary activities in order to enhance the application of earth/space science skills, while also infusing reading skills across the content areas.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by meeting or exceeding the District's mean scale score on the 2006 administration of the FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize FCAT Science Coach Series workbooks to practice FCAT-type questions on a weekly basis.	Science Department Chairperson, Science Teachers	08/22/05	05/05/06
Promote graphing skills through the regular creation and analysis of data.	Science Department Chairperson, Science Teachers	08/22/05	05/05/06
Utilize "Standardized Experimental Design Identification" sheets and "Seven Steps toward a Good Conclusion" in all labs.	Science Department Chairperson, Science Teachers	08/22/05	05/05/06
Utilize Reciprocal Teaching strategies in order to increase student comprehension of written material and reinforce science-related reading in the classroom.	Science Department Chairperson, Science Teachers	08/22/05	05/05/06
Incorporate science-based reading and writing activities, such as document-based questions, to enhance and improve students' reading comprehension and writing ability.	Science Department Chairperson, Science Teachers	08/22/05	05/05/06
Utilize RiverDeep and FCAT Explorer while monitoring student progress in order to increase effectiveness of programs as part of our Continuous Improvement Model.	Science Department Chairperson, 8th Grade Science Teachers	08/22/05	05/05/06

Research-Based Programs

Core curricula are Glencoe Science Voyages, Glencoe Earth Space Science, RiverDeep and FCAT Explorer.

Professional Development

Reciprocal Teaching Strategies, CRISS Strategies, Data Analysis, Linking Data to Instruction, Curriculum Mapping and Alignment, Student Performance Indicators (SPI) Training, RiverDeep Training.

Evaluation

The 2006 Florida Comprehensive Assessment Science test score reports will indicate an increase in the mean scale score for students in grade 8. For benchmarking purposes, school-site assessments will be used as evaluation tools to diagnose and monitor student progress. Student grade reports will be analyzed and monitored, as well.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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:

Parental involvement will enhance student achievement.

Needs Assessment

Anecdotal data reveals that greater parental awareness of students' academic challenges and requirements is needed in order to create and foster a supportive learning environment in the home. Recognizing that student achievement is directly correlated to parental involvement, opportunities to provide parents with the tools necessary to maximize their children's educational progress are needed. Increased parental involvement will enhance student achievement by providing necessary information to parents about the school, its curriculum design, expected cognitive and affective changes, and teacher expectations. Taking this into consideration, the school's parents, administration, faculty, and staff have determined that increased and easily-accessible educational information is needed for all parents.

Measurable Objective

Given increased attention to communication with all stakeholders, the amount of parental participation in school functions, activities, and workshops will increase by 5%, as evidenced by comparing parent participation and volunteer logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a parent needs assessment to discover barriers to family involvement and areas of interest.	Principal, Media Specialist, Student Services Department	10/17/05	12/05/05
Provide parents in lower socio-economic areas with transportation to and from school during events such as the resource fair, back-to-school night, the curriculum fair, parent workshops, and other school- related events.	Principal, Assistant Principal	10/17/05	05/05/06
Provide workshops for parents targeting cognitive and affective domain topics designed to assist with home-learning assignments.	Assistant Principal, Student Services Department	10/17/05	05/05/06
Provide parents with information on how to assist children with organizational skills, time management, use of the agenda book, and study skills.	Assistant Principal, Student Services Department, Teachers	10/17/05	05/05/06
Utilize PTSA web page as a vehicle to provide parental involvement information and opportunities.	Assistant Principal, Technology Specialist	10/17/05	05/05/06
Identify topics of interest and provide guest speakers, workshops, and supportive written material for parents to utilize.	Assistant Principal, Media Specialist	10/17/05	05/05/06
Expand and promote the Parent Resource Center in the Media Center.	Assistant Principal, Media Specialist	10/17/05	05/05/06

Research-Based Programs

National PTA Standards for Parent and Family Involvement Programs, <http://www.pta.org/parentinvolvement/standards/index.asp>; National Council of PTA, the Office of Family and Community Outreach District Office, FARM Share Nutritional Awareness Program, The Parent Academy.

Professional Development

Use of “schoolnotes.com” Training, Expansion of Parent Viewer training (“Accessing Your Child’s Grades”), “What Your Child Should Know” on the school’s website, EESAC Membership Training, Bureau of School Improvement “Ride the Wave to Success in the Classroom: Strategies to Enhance Parent and Family Involvement.”

Evaluation

Parent Participation and Volunteer Logs will show a 5% increase over the previous year’s.

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.)

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

School-wide discipline and safety will improve while building students' core values to include a sense of respect for themselves and the individual rights of others.

Needs Assessment

Students are exposed to many negative influences without the coping skills necessary to effectively deal with difficult situations in life. Students need strategies and techniques in order to develop avoidance skills, anger management skills, and successful approaches toward conflict resolution. Moreover, students must learn to build their ethical and moral fiber if they are going to be active and productive citizens within our society. Taking this into consideration, a character education component provided daily through students' Advisement classes would teach students core values such as respect, cooperation, responsibility, integrity, fairness, honesty, citizenship, kindness, and the pursuit of excellence in ways that would positively impact their decision-making skills. The schools' administration, faculty and staff believe that by creating life-long lessons (and learners), our school-wide discipline and safety will improve.

Measurable Objective

Given participation in a character education program, 70% of the students taking a Student Safety Survey will demonstrate an increase in the overall score as evidenced by comparing the 2005 Fall and Spring Surveys.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Install and monitor "STAR" boxes throughout the building for student concerns and anonymous tips.	Assistant Principal, Student Services Chairperson, Student Services Department	08/22/05	05/05/06
Provide and monitor a school and community hotline to receive information on potential safety issues, bullying incidents, and other disciplinary concerns.	Assistant Principal, Student Services Chairperson, Student Services Department, SCSJ Teacher	08/22/05	05/05/06
Provide a peer mediation program to include conflict resolution strategies, peer group counseling, and "bridge-building" activities.	Assistant Principal, Student Services Chairperson, Student Services Department	08/22/05	05/05/06
Create and monitor a character education program through Advisement utilizing teacher- directed and student-centered discussions and activities based on core character values.	Assistant Principal, Character Education Coordinator, Student Services Chairperson, Student Services Department, Advisement Teachers	08/22/05	05/05/06
Utilize a bullying-prevention program that teaches students how to build respect and tolerance for others.	Assistant Principal, Student Services Chairperson, Student Services Department	08/22/05	05/05/06
Expand and monitor the school's Crime Watch program.	Assistant Principal, Student Services Department, School Resource Officer	08/22/05	05/05/06

Research-Based Programs

District's Character Education Program, Channing Bete's "Build Respect, Stop Bullying" computer software program, Informed Families of Miami-Dade County, Project Wisdom, Crime Watch Program.

Professional Development

Character Education Advisor Training; District Advisor/Advisee Training.

Evaluation

Student Safety Surveys administered in the Spring will indicate a 5% increase when compared to the Fall administration.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The use of technology will provide teachers another avenue by which to integrate their curriculum while increasing communication among parents, teachers and students.

Needs Assessment

Students should have the opportunity to use technology in order to enhance their learning and develop critical thinking skills. Conversely, the use of technology will provide teachers with the essential tools necessary in order to teach, develop and reinforce 21st century skills with our students. By promoting technology training that will facilitate these goals, teachers will be able to efficiently and effectively integrate their curriculum benchmarks. Teachers will also be able to easily communicate with parents and students, alike. Taking this into consideration, the school's administration, faculty, and staff have determined that providing classrooms without computers the ability to access technology resources that are currently available will better prepare our students to acquire the necessary skills to successfully compete in our global economy.

Measurable Objective

Given an emphasis on the use of technology in education, the number of teachers participating in technology training workshops will increase by 5%, as evidenced by comparing teacher participation logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Expand the school-wide use of schoolnotes.com, Hot Chalk, and other similar web pages designed to give parents more access to curriculum expectations and student effort.	Assistant Principal, Technology Specialist, Teachers	08/22/05	05/05/06
Expand parental use of the Pinnacle Viewer program through informative letters, PTSA meetings-workshops, and the school's website.	Assistant Principal, Technology Specialist, PTSA	08/22/05	05/05/06
Identify, survey, and replace obsolete computers using an inventory system.	Assistant Principal, Technology Specialist	08/22/05	05/05/06
Provide mobile computer labs in order to facilitate the execution of course objectives.	Assistant Principal, Technology Specialist, Media Specialist, Teachers	08/22/05	05/05/06
Develop interdisciplinary projects that will incorporate the use of multimedia technology.	Department Chairpersons, Teachers	08/22/05	05/05/06
Create a wireless campus allowing mobile connectivity to school software programs, Internet, and e-mail as a means of encouraging collaboration between teachers.	Assistant Principal, Technology Specialist, Media Specialist, Teachers	08/22/05	05/05/06

Research-Based Programs

<http://www.classroomlink.net>.

Professional Development

Inservice training for all faculty members on schoolnotes.com, Hot Chalk, and Pinnacle Gradebook, District technology training.

Evaluation

Teacher participation logs will reflect a 5% increase over the previous year's attendance record in technology inservices offered throughout the 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 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 8 STATEMENT:

Physical fitness scores on the FITNESSGRAM will improve yearly.

Needs Assessment

Analysis of the 2005 FITNESSGRAM scores indicates that 60% of our students in physical education classes achieved at least 5 out of 6 of the FITNESSGRAM test components. While this percentage is well within range, an assessment of the data reveals that 77% of the students that did not meet the required 5 out of 6 components failed in meeting the required time for the mile test which measures cardiovascular endurance. Further assessment revealed that additional practice in long-distance running on a weekly basis and progressively increasing the distance is needed. Further assessment revealed that this population did, however, experience a large degree of success with the flexibility component of the test. The data reveal that 98% of all students passed the trunk lift and 87% of students passed the sit-n-reach test component.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 6-8 enrolled in Physical Education will improve their physical fitness level as evidenced by 62% of the students scoring a Gold or Silver award rating on the 2006 administration of the FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a FITNESSGRAM pre-test to determine students' baseline data and physical fitness levels.	Physical Education Teachers	10/17/05	11/07/05
Implement a strength-training program twice a week.	Physical Education Teachers	08/22/05	05/05/06
Utilize a variety of flexibility exercises during daily warm-up activities, including weekly yoga stretches.	Physical Education Teachers	08/22/05	05/05/06
Implement unit on nutrition with emphasis on body composition.	Physical Education Teachers	12/01/05	05/05/06
Increase students' cardiovascular endurance by requiring students to run ¼ mile each day for the first month of school and increase the distance on a monthly basis.	Physical Education Teachers	08/22/05	05/05/06

Research-Based Programs

M-DCPS FITNESSGRAM Testing Program

Professional Development

MDCPS Physical Education FITNESSGRAM Training, Physical Education Journals.

Evaluation

The 2006 FITNESSGRAM test will indicate an increase in the percentage of students scoring a Gold or Silver award rating. For benchmarking purposes, quarterly analysis of students' cardiovascular, flexibility, muscular strength and endurance ability will be tested.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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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:

Magnet enrollment will increase while meeting the District's Unitary Plan requirements.

Needs Assessment

Analysis of the 2005 enrollment shows a decrease of 13% in the student magnet population when compared to the 2004 Magnet Acceptance List Report. Students who are accepted into the talent magnet program must demonstrate a talent and proficiency in the areas of Visual Arts, Dance, Theater, Photography, and Music – Band, Chorus, Orchestra, and Piano. Students are auditioned by in-house and outside adjudicators who are certified teachers, as well as professional artists in their fields. They do so by utilizing audition strategies designed by the District offices in charge of the talent programs. This ensures uniformity, consistency, and fairness for all who are auditioned. Recruitment takes place from October to January throughout the school's transportation schools and feeder pattern schools. The school's declining magnet population can be attributed to the decreased transportation offered to incoming magnet students. This decrease, from 29 to 16 transportation schools took place three years ago and has affected the number of students who are able to travel to the school who live outside the transportation boundaries. Since transportation can not be increased, the school's magnet program is forced to look at innovative and creative ways to increase the magnet population while still meeting the mandates of the District's Unitary Plan.

Measurable Objective

By enhancing and augmenting the talent magnet recruitment strategies, the visual and performing arts student population will increase by 5%, as evidenced by the 2006 Magnet Acceptance List Report when compared to the 2005 report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Contact all feeder pattern and transportation zone schools to schedule recruitment visits with all incoming 5th graders.	Magnet Lead Teacher	10/17/05	01/30/06
Invite parents and students to tour the program and facility every Monday morning.	Magnet Lead Teacher	10/17/05	01/30/06
Conduct presentations in our feeder pattern and transportation zone schools to increase our population of ESE and LEP students, while meeting the District's Unitary Plan goals.	Magnet Lead Teacher	10/17/05	01/30/06
Distribute magnet information packets detailing application process, audition requirements, and acceptance criteria at all feeder pattern and transportation zone schools.	Magnet Lead Teacher, Magnet Secretary	10/17/05	01/30/06
Expand the school's website to include detailed magnet audition requirements, deadline information, and a helpful hints section.	Magnet Lead Teacher, Technology Specialist	10/17/05	05/05/06
Increase advertising and positive media coverage of all magnet functions using parent booster organizations.	Magnet Lead Teacher	10/17/05	05/05/06
Conduct orientation sessions (along with existing magnet booster parents) for all parents accompanying auditioning students.	Magnet Lead Teacher	02/06/06	03/31/06

Research-Based Programs

Not Applicable.

Professional Development

Not Applicable.

Evaluation

The 2006 Magnet Acceptance List Report will show a 5% increase in enrollment over the previous year's.

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:

Southwood Middle School will rank on or above the 95th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Southwood Middle School ranked at the 94th percentile on the State of Florida ROI index. While this percentile exceeds weighted factors, all stakeholders feel that additional resources are necessary to continue positive trends and efficiently use state funds to further learning gains.

Measurable Objective

Southwood Middle School will improve its ranking on the State of Florida ROI index publication from the 94th percentile to the 95th 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.	Principal, Assistant Principals, Magnet Lead Teacher, Teachers	08/22/05	05/05/06
Broaden the school's grant writing program to tap into local and national grants designed to support schools and educational programs.	Magnet Lead Teacher, Teachers	08/22/05	05/05/06
Collaborate with the District on resource allocation.	Principal, Assistant Principals, Magnet Lead Teacher	08/22/05	05/05/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principals, Magnet Lead Teacher	08/22/05	05/05/06
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals, Magnet Lead Teacher	08/22/05	05/05/06
Develop a task force at the school site comprised of PTSA board members, faculty, staff, and administration to further develop the Dade Partners community support network.	Principal, Assistant Principals, Magnet Lead Teacher, Teachers	08/22/05	05/05/06

Research-Based Programs

Not Applicable.

Professional Development

Not Applicable.

Evaluation

On the next State of Florida ROI index publication, Southwood Middle School will show progress toward reaching the 95th percentile.

EESAC Compliance

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

Budget:

The EESAC recommends a budget and expenditure plan to allocate funds to support the School Improvement Plan, specifically allocating funds to assist with the new reading, math, writing, science, parental involvement, discipline and safety, technology, health and physical fitness, electives/special areas and return on investment objectives.

Training:

The EESAC recommends funding for school-wide professional development to aid in the attainment of SIP goals, including motivational teaching workshops, CRISS training, and temporary instructors who will continue the educational program for students while teachers are participating in workshops.

Instructional Materials:

The EESAC recommends that a continuous process of review be utilized in the selection and/or application of instructional materials. Additionally, the EESAC has recommended purchasing student agenda books for all students to help them learn organizational skills, time management skills, and study skills.

Technology:

The EESAC recommends that the school continue with its innovative stance on the infusion of technology across the curriculum. Teacher training will be provided regularly to facilitate the continued use of technology across the curriculum.

Staffing:

The EESAC recommends that funds be allocated to provide stipends for teachers who attend workshops on Saturdays, and hourly wages to personnel who participate in after-school homework help in the Media Center and after-school Algebra 1 tutoring.

Student Support Services:

The EESAC recommends that a student services department liaison give a report at each meeting on school performance issues and student achievement.

Other Matters of Resource Allocation:

The EESAC recommends that the practice of recruiting volunteers for various initiatives be continued.

Benchmarking:

The EESAC recommends that a continued review of the school's committees and academic departments take place throughout the school year. They asked that the Leadership Team make regular reports as to the progress of the SIP.

School Safety & Discipline:

The EESAC recommends that a regular review by the school safety and environment committee take place. This review should focus on, but not be limited to, all facets of personal safety, along with the development of the school's discipline plan.

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