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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6881 - South Miami Middle Community School

*FeederPattern:* South Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Dr. Lisa Robertson

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *South Miami Middle Community School*

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South Miami Middle Community School (SMMCS) is a magnet school for the visual and performing arts. It serves approximately 1,175 students in grades six, seven and eight. This number includes magnet, gifted, student with disabilities (S.W.D.) and Limited English Proficient (L.E.P.) students. The population consists of 20% Black, 59% Hispanic, 18% White and 3% other. Transportation is provided for 19% of the students. Free/reduced lunch is provided for 49% of the students. The remainder of the students are from the local community which consists of middle and low income families. In order to become responsible thinking citizens, all students including Limited English Proficient (L.E.P.) and student with disabilities (S.W.D.), must have a foundation in the basic skills of reading, writing, mathematics, science, and social studies. With this core of information, they will be able to interpret the world in which they live. The new millennium also requires knowledge of technology, for it is a vital component in becoming a successful, productive citizen. SMMCS commits to making basic skills in computers a reality for all our students. Through integration of school-to-career concepts in the classroom, students will become familiar with the myriad of career possibilities and will be able to plan their futures with confidence. An extended family of teachers, parents, students, community, and business leaders will provide an enriching environment in order to make SMMCS a truly superior center for learning.

Given instruction using the Sunshine State Standards, students in grades 6-8, will improve their reading skills by 72% of students scoring FCAT achievement Level 3 or higher on the 2006 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities students will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematical skills by 77% of students scoring FCAT achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Student With Disabilities students will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instructional emphasis on the writing process, students in the eighth grade will demonstrate high levels of writing as evidenced by 88% of students scoring a 4.0 or higher on the 2006 FCAT Writing Plus test.

Given instruction using the Sunshine State Standards students will demonstrate an improvement on their science processes and skills as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science test.

Given increased emphasis on home and school collaboration in ensuring students' academic success, each department will showcase their curriculum at various curriculum events and activities for parents/guardians and the community as evidenced by attendance logs at the various curriculum events.

Given an emphasis on discipline, the number of outdoor suspensions for the 2005-2006 school year will decrease to 9.0% as compared to 9.7% for the 2004-2005 school year as documented by the end-of-year Referral Action/Suspension Break Down Report.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 5% increase during the 2005-2006 school year as compared to the 2004-2005 school year as documented by FCAT Explorer usage reports.

Given instruction using the Sunshine State Standards in Physical Education, of the students tested in the FITNESSGRAM 2005-2006 test, the percentage of award winners at South Miami Middle School will increase to 45% of the students tested.

Given increased exposure to the diversified cultural and ethnic backgrounds, each magnet strand will showcase diverse cultural artworks and performances across the arts strands that includes four events during the 2005-2006 school year as evidenced by sign-in roster logs.

South Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 81st percentile in 2003 to the 84th percentile on the next publication of the index.

South Miami Middle Community School holds student academic performance in very high esteem. The strategies identified are designed to address the needs of all students including L.E.P., S.W.D., and students who are not meeting performance standards. Through school improvement initiative and the collaboration of parents, staff, and community, we will strive to prepare students to become productive, responsible, problem solving citizens who are ready to meet the challenges of our technological and multicultural society. Based on the information gathered from the Organizational Performance Improvement Snapshot survey, the leadership team has decided to address the following areas: (1) removing obstacles (2) information regarding the financial status of the organization. The area of removing obstacles will be addressed by the administrative team taking a pro-active approach to problem solving. Monthly meetings will take place with the leadership team comprised of administrators, department chairpersons and team leaders to discuss perceived obstacles. The area of disseminating more information about the financial status of the organization will be addressed by updates to be given regarding the financial status at the regularly scheduled faculty meetings.

## **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.

## **South Miami Middle Community School**

### **VISION**

South Miami Middle Community School will provide a safe learning environment in which the students will become 21st Century learners, the teachers will become literacy facilitators and the school will become a learning community.

### **MISSION**

South Miami Middle Community School provides opportunities for every student to become a responsible, thinking citizen through an extended family of teachers, parents, students, community and business leaders working together in a safe, caring environment to develop knowledge of careers, technology, the arts and social skills as they relate to the world of work and individual future planning.

### **CORE VALUES**

In the pursuit of excellence and the belief that every child can learn, South Miami Middle Community School strives to guide students to be lifelong learners who are ever reaching beyond the mark of excellence. Our school operates on the fundamental principles of truth, honesty, integrity, and community. Students are empowered to believe that they are responsible for their success, challenges, and future aspirations. As stated in our school motto: If it is to be, it is up to me.

## *School Demographics*

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South Miami Middle Community School serves approximately 1175 students in grades, 6, 7, and 8. and it is a magnet school for the visual and performing arts. The population consist of 20% black, 59% Hispanic, 18% white, and 3% other. Transportation is provided for 19% of the students. Free/reduced lunch is provided for 49% of the students. The non-magnet, local student population consists of middle and low income families from the South Miami community.

The South Miami Middle Community staff consist of 19% black, 43% Hispanic, 37% white, and 1% other. The instructional staff level of education is as follows: 38% with Master Degrees, 3% with Specialist Degrees, and 2% with Doctoral Degrees.

# *School Foundation*

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## ***Leadership:***

In this category the school's mission and values being transmitted to staff was evident. The survey revealed a greater need to ask staff what they think on specific issues. The leadership team will survey staff throughout the year as different issues arise.

## ***District Strategic Planning Alignment:***

In this category the school's plans and information regarding progress was evident. The survey revealed a greater need to ask for ideas from staff. The leadership team will develop several committees which will provide input regarding various issues.

## ***Stakeholder Engagement:***

In this category the school's stakeholders are identified and informed through informational meetings. The survey revealed a greater need to ask customers if they are satisfied or dissatisfied with the work going on. The leadership team will develop questioners which will seek stakeholder input regarding satisfaction level.

## ***Faculty & Staff:***

In this category the cooperation and teamwork, as well as development of job skills for career advancement, were evident. The survey revealed a greater need for recognition of work accomplished. The leadership team will host several recognition events during the school year to recognized outstanding accomplishments.

## ***Data/Information/Knowledge Management:***

In this category knowledge of informational and how to analyze the quality of work was evident. The survey revealed a need to inform staff regarding how the measures they use in their work fit into the organization's overall measures of improvement. The leadership team will train the staff in the use of the Continuous Improvement Model.

## ***Education Design:***

In this category good processes and information gathering were evident. The survey revealed a greater need for information regarding the distribution of resources. The leadership team will update stakeholders during the regular EESAC meetings.

## ***Performance Results:***

In this category job satisfaction and high standards of ethics were evident. The survey revealed a need to share the financial status of the organization on a regular basis. The leadership team will regularly update staff during the scheduled faculty meetings.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 1 STATEMENT:**

Students will improve their performance on the reading portion of the FCAT.

**Needs Assessment**

An assessment of the data reveals that 6th grade students scored 66% proficiency, 7th grade students scored 67% proficiency, and 8th grade students scored 55% proficiency. The need is for all student groups to score a 70% proficiency level.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6-8, will improve their reading skills by 72% of students scoring FCAT achievement Level 3 or higher on the 2006 FCAT Reading Test. Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities students will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize CRISS reading strategies across all content areas.	All Teachers	8/8/2005	5/24/2006
Utilize reading logs to document a minimum of five books read per marking period.	Language Arts Teachers	8/8/2005	5/24/2006
Create additional reading enrichment course offered through Community School.	Assistant Principal of Community School	8/24/2005	5/24/2006
Implement reading comprehension activities with main skill focus on main idea and author's purpose. This strategy will focus on the S.W.D. students.	Special Education Teachers	8/8/2005	5/24/2006
Implement Accelerated Reader across the curriculum.	All Teachers	8/8/2005	5/24/2006
Implement classroom libraries in Language Arts classrooms.	Reading Teachers Media Specialist	8/8/2005	5/24/2006
Implement the CIM model allowing teachers to instruct, monitor and evaluate by giving teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two African American students while assessing their departmental action plans.	Administrative Staff	8/8/2005	5/24/2006
Conduct weekly phonics lessons as evidenced in the lesson plans.	Intensive Reading Plus Teachers	8/8/2005	5/24/2006



## **Research-Based Programs**

Bridges to Literature, Read XL, Reading Advantage, Corrective Reading, Jamestown Readers, Classroom Libraries

## **Professional Development**

Monthly professional development for reading teachers to include Oral Reading Fluency Test, Differentiated Instruction, Fluency, CRISS Reading strategies, phonics instruction, and independent reading strategies. Professional development for content area teachers to include CRISS reading strategies and Student Performance Indicators (SPI) data.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Reading test and progress will be monitored throughout the school year using the data yielded with the Oral Reading Fluency Test and the Gates-MacGinitie Reading Test.

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

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

**GOAL 2 STATEMENT:**

Students will improve their performance on the mathematics portion of the FCAT.

**Needs Assessment**

An assessment of the data reveals the 6th grade students scored 77% level 3 proficiency, the 7th grade students scored 76% level 3 proficiency, and the 8th grade students scored 75% level 3 proficiency on the 2005 FCAT mathematics examination. Students in all groups need to achieve a 77% proficiency on the FCAT test.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6-8 will improve their mathematical skills by 77% of students scoring FCAT achievement Level 3 or higher on the 2006 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Student With Disabilities students will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize mathematics application problems to provide students with correlation between learning mathematics and career opportunities.	Mathematics Teachers	8/8/2005	5/24/2006
Require students to respond to weekly FCAT practice test questions across grade levels in solving mathematical problems.	Mathematics Teachers	8/8/2005	5/24/2006
Implement interdisciplinary units for students in advanced academic courses to relate concepts and theories to real world situations.	Advanced/Gifted Mathematics Teachers	8/8/2005	5/24/2006
Implement Riverdeep Computer Program.	Intensive Math Teachers	8/8/2005	5/24/2006
Infuse "Multiplication Facts in Seven Days" Program.	6th Grade Mathematics/Intensive Mathematics Teachers	8/8/2005	5/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two students while assessing their departmental action plans.	Administrative Staff	8/8/2005	5/24/2006
Provide FCAT "Problem of the Day" for students in the Students With Disability program.	Special Education Teachers	8/8/2005	5/24/2006
Provide students with opportunities to participate in FCAT type activities as evidenced by lesson plans.	Mathematics Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Glencoe Mathematics; Houghton Miffling, Aim Higher!; Riverdeep Computer Program; EduSoft

## **Professional Development**

Monthly professional development for mathematics teachers to include Differentiated Instruction, CRISS strategies, Riverdeep Computer Program, and Student Performance Indicators (SPI). Professional development for gifted teachers in College Board workshops.

## **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Mathematics test and progress will be monitored throughout the 2005-2006 school year using the Districts Interim Assessment Tests.

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

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

**GOAL 3 STATEMENT:**

Students at South Miami Middle School will improve their writing scores on the FCAT.

**Needs Assessment**

An assessment of the data revealed that 34% of the 8th grade students tested scored below 3.5 on the 2005 FCAT writing examination. The students need to be at an 88% proficiency level on the 2005-2006 FCAT test

**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 instructional emphasis on the writing process, students in the eighth grade will demonstrate high levels of writing as evidenced by 88% of students scoring a 4.0 or higher on the 2006 FCAT Writing Plus test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Complete writing activities (i.e. journal writing, summary writing, lab reports, essays, free writing, writing graphic organizers; comparison/contrast, diagrams, cause/effect charts, story boards, foldables) on a regular basis that require students to respond to a variety of prompts.	Language Arts Teachers	8/8/2005	5/24/2006
Complete writing activities (i.e. journal writing, summaries, lab reports, expository essays, persuasive essays) across the content areas that require students to develop three or more paragraphs in response to content area related prompts.	Content Area Teachers	8/8/2005	5/24/2006
Require content area teachers to infuse four writing samples per grading period in each content area class.	Content Area Teachers	8/8/2005	5/24/2006
Conduct FCAT Writes boot camp.	Language Arts Teachers	8/8/2005	5/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two students while assessing their departmental action plans.	Administrative Staff	8/8/2005	5/24/2006
Administer FCAT Writes practice tests for 6th, 7th, and 8th grade students and using the CIM model, instruct, monitor and evaluate progress throughout the year.	All Teachers	8/8/2005	5/24/2006

## Research-Based Programs

Prentice-Hall Writing and Grammar Communication in Action

## **Professional Development**

Student Performance Indicators (SPI) and writing process rubric scoring training.

### **Evaluation**

This objective will be evaluated by scores on the 2006 FCAT Writing Plus test results and monitored by the scores on an in-house pre-examination administered in August 2005. An intermediate progress examination administered in January 2006 to monitor progress toward this objective.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

Engage students in utilizing the necessary science processes and skills as guided by the Sunshine State Standards to meet district and state standards.

### ***Needs Assessment***

The data reveals that the Mean Scale Score increased to 314 points, which is 22 points above the previous year's score of 292. Students scored 54% in the Physical/Chemical, Life/Environmental, and Scientific Thinking Clusters. Students scored 50% in Earth/Space Science.



## Measurable Objective

Given instruction using the Sunshine State Standards students will demonstrate an improvement on their science processes and skills as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement CRISS strategies in teaching science curriculum.	Science teachers	8/8/2005	5/24/2006
Have all students construct science fair projects	Science teachers	8/8/2005	5/24/2006
Have students create SECME projects that incorporate interdisciplinary curriculum.	Science teachers All school teachers	8/8/2005	5/24/2006
Provide workshops for science teachers which will aide in improving inquiry skills.	Science Department	8/8/2005	5/24/2006
Emphasize problem solving skills in all science classes.	Science teachers, Math teachers	8/8/2005	5/24/2006
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two students while assessing their departmental action plans.	Administrative Team	8/8/2005	5/24/2006

### Research-Based Programs

Glencoe Science Voyages Series and related resource materials. Modern Earth Science Series and related resource materials.

### Professional Development

Teachers will be trained in using the Student Performance Indicators (SPI) database. Teachers will participate in District Science Workshops. Teachers that need the CRISS training will be trained in using CRISS Strategies. Teachers will be trained in using the available resources on the Dadeschools .net Science Website.

### Evaluation

This objective will be evaluated by scores on the 8th Grade Science FCAT subtest.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 5 STATEMENT:***

Increase parental involvement in all aspects of the learning community.

### ***Needs Assessment***

The data revealed that parental involvement in curriculum events was not as high as parental involvement in performance events. The need is to increase parental involvement at curriculum events.

## Measurable Objective

Given increased emphasis on home and school collaboration in ensuring students' academic success, each department will showcase their curriculum at various curriculum events and activities for parents/guardians and the community as evidenced by attendance logs at the various curriculum events.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct parenting workshops focusing on technology literacy and parenting skills. Acquaint parents with the Parent Academy.	Student/Career Services Personnel	8/8/2005	5/24/2006
Provide parents access to administrators and teachers via online resources.	Student/Career Services Personnel Technology Specialist	8/8/2005	5/24/2006
Provide services dealing with transitional issues through Project LILEPIS (Language Instruction for Limited English Proficient and Immigrant Students).	Student/Career Services Personnel	8/8/2005	5/24/2006
Provide parent interactive activities sponsored and presented by Informed Families to increase awareness of curriculum offerings at the school.	Student/Career Services Personnel	8/8/2005	5/24/2006
Organize a School Outreach Community Night.	Student/Career Services Personnel Administrators	8/8/2005	5/24/2006

### Research-Based Programs

National Standards for Parental Involvement; <http://www.pta.org/parentinvolvement/standards/index.asp>

### Professional Development

Professional development training for Student/Career Services Personnel to include: Linking Forces Workshop, EESAC Membership Training and Meetings, and Student/Career Services Mini Conferences.

### Evaluation

This objective will be evaluated through use of the Student Services Parent Survey, attendance rosters and parent contact logs.

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

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

**GOAL 6 STATEMENT:**

Reduce the rate of outdoor suspensions school-wide.

**Needs Assessment**

An assessment of the data reveals that 9.7% of the total school population served outdoor suspensions as compared to the District's 15.2% on the Special Programs/School Discipline Report. The need is to reduce the total number of outdoor suspensions.

## Measurable Objective

Given an emphasis on discipline, the number of outdoor suspensions for the 2005-2006 school year will decrease to 9.0% as compared to 9.7% for the 2004-2005 school year as documented by the end-of-year Referral Action/Suspension Break Down Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a Mentor Program	Counselors and Volunteer Teachers	8/8/2005	5/24/2006
Implement Character Education	All Content Area Teachers	8/8/2005	5/24/2006
Utilize Peer Conflict Mediation	Trust Counselor	8/8/2005	5/24/2006
Implement alternative strategies, i.e. Detentions	Administrators	8/8/2005	5/24/2006
Conduct attendance conferences with parents, students and counselors.	Counselor	8/8/2005	5/24/2006

## Research-Based Programs

Mentoring Programs, Assertive Discipline, Civics Today, The World and It's People.

## Professional Development

Professional development for content area teachers to include mentoring training, Assertive Discipline Character Education, and classroom guest speakers.

## Evaluation

This objective will be evaluated monthly by the Referral Action/Suspension Break Down Report and Intervention Profile. The monitoring process will continue throughout the 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 7 STATEMENT:**

Improve and increase use of technology schoolwide.

**Needs Assessment**

According to the results for the 2004 StaR School profile, South Miami Middle School students need to utilize FCAT Explorer more often.

## Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 5% increase during the 2005-2006 school year as compared to the 2004-2005 school year as documented by FCAT Explorer usage reports.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a needs assessment among the faculty and staff.	Technology Committee	8/8/2005	5/24/2006
Conduct a needs assessment among at least 20% of the parents of students attending the school.	Technology Committee	8/8/2005	5/24/2006
Analyze and prioritize data from the parent needs assessment.	Technology Committee	8/8/2005	5/24/2006
Align the curriculum and the technology plan.	Curriculum Committee	8/8/2005	5/24/2006
Train students in the proper procedures regarding the FCAT Explorer program.	Technology Committee	8/8/2005	5/24/2006

## Research-Based Programs

National Educational Technology Standards

International Society for Technology in Education

## Professional Development

Professional development needs will be included in the assessment tool. Information regarding availability of technology based professional development will distributed to the faculty.

## Evaluation

FCAT Explorer reports will be monitored and evaluated on an on-going basis.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

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

**GOAL 8 STATEMENT:**

Through participation, students will develop awareness and skills that promote and encourage lifetime fitness for daily living and overall wellness.

**Needs Assessment**

Current data shows that 41% of students tested at South Miami Middle Community School were award winners on the 2004-2005 FITNESSGRAM fitness test. In order to increase this percentage to 45%, students must be provided the opportunity to achieve their optimal level of fitness by participating in a developmentally productive physical fitness program.



## Measurable Objective

Given instruction using the Sunshine State Standards in Physical Education, of the students tested in the FITNESSGRAM 2005-2006 test, the percentage of award winners at South Miami Middle School will increase to 45% of the students tested.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct the FITNESSGRAM pre and post tests to determine baseline measures and compare valid improvement levels.	PE Teacher	8/8/2005	5/24/2006
Promote and create awareness of healthy lifestyles by focusing on strength conditioning activities.	PE Teacher	8/8/2005	5/24/2006
Promote and create awareness of healthy lifestyles by focusing on cardiovascular endurance and related activities.	PE Teacher	8/8/2005	5/24/2006
Conduct an on school-site Health Fair which will provide health education and resources.	All Teachers	8/8/2005	5/24/2006
Promote M-DCPS' Department of Food and Nutrition Free Breakfast Program in order to contribute to good health, growth and maintenance.	Cafeteria Manager Assistant Principal	8/8/2005	5/24/2006

## Research-Based Programs

FITNESSGRAM

## Professional Development

FITNESSGRAM training

## Evaluation

The FITNESSGRAM health-related fitness pre and post tests will be examined to assess student knowledge.

Pre and Post surveys will be conducted to assess student progress.

Pre and Post evaluations will be conducted to determine student progress.

Sign in sheets will be used as evidence of participation.

Compare percentages of students using the service in August, to students using the service in January.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

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

**GOAL 9 STATEMENT:**

Expose students at South Miami Middle School through diversified cultural programs in the arts that have many different but equally valid forms of artistic expression and develop a greater understanding, sensitivity and respect for various ethnic and cultural backgrounds.

**Needs Assessment**

Informal surveys revealed a need to develop a greater sensitivity and diversified arts program. The need to develop various ethnic and culturally diverse programs is evident.

## Measurable Objective

Given increased exposure to the diversified cultural and ethnic backgrounds, each magnet strand will showcase diverse cultural artworks and performances across the arts strands that includes four events during the 2005-2006 school year as evidenced by sign-in roster logs.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Focus on comparing artworks and performances across arts disciplines.	All magnet teachers	8/8/2005	5/24/2006
Involve students in the performances and creation of art forms, not only national, geographical, and ethnic distinction, but also those of gender and special ability or disability.	All magnet/gifted teachers.	8/8/2005	5/24/2006
Include curricular connections that correlate with the social, physical sciences, mathematics, literature, and languages.	All teachers	8/8/2005	5/24/2006
Present artworks and performances authentically and in context.	All magnet/gifted teachers	8/8/2005	5/24/2006
Utilize gifted goals and objectives to enhance the curriculum and include interdisciplinary projects that highlight the diverse cultural backgrounds of the students at South Miami Middle School.	All gifted teachers	8/8/2005	5/24/2006

## Research-Based Programs

Arts for Learning 2005-2006 Booklet

## Professional Development

Student Performance Indicators (SPI)

## Evaluation

Increased participation school wide by attendance rosters at each of the four events occurring in the 2005-2006 school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

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

**GOAL 10 STATEMENT:**

South Miami Middle School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicated that in 2003, South Miami Middle School ranked at the 81st percentile on the State of Florida ROI index.

## Measurable Objective

South Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 81st percentile in 2003 to the 84th 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	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal Assistant Principals	8/8/2005	5/24/2006
Consider reconfiguration of existing resources.	Principal Assistant Principals	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principals	8/8/2005	5/24/2006

## Research-Based Programs

State of Florida ROI index

## Professional Development

State of Florida ROI index training.

## Evaluation

State of Florida ROI index.

## *EESAC Compliance*

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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 EESAC recommended the distribution of the Florida Recognition Award for our FCAT success, and the budget for FCAT materials such as supplementary books, and salaries for tutors. It will continue to accept proposals presented by teachers/staff and will award grants as requested to utilize the total available funds for assisting with the implementation of strategies related to school improvement. At least one proposal from each department in the school is expected.

### ***Training:***

The EESAC recommended in-service training in reading techniques and technology use in the classroom; and mathematics/science workshops to promote the comprehensive Mathematics and Science Program. Additionally, all staff members will be encouraged to attend workshops and/or in-services as they relate to their subject matter.

### ***Instructional Materials:***

The EESAC has recommended that software be obtained to enrich students' reading and math achievement. In addition, they have suggested that a variety of reading materials should be obtained that address the varying reading abilities of all students.

### ***Technology:***

The EESAC recommends that the Internet access in each classroom be used by the teachers to supplement the lesson. It has contributed to the school five-year technology plan. All students have access to the Internet under the guidance of staff. Parents are able to communicate with staff via email. The infusion of technology is an integral part of the curriculum and students have the opportunity to develop their technological skills even if they do not have a home computer.

### ***Staffing:***

The EESAC recommended that tutors continue to provide pull-out and after school tutoring for magnet students and LEP students.

***Student Support Services:***

The EESAC recommended that counselors contact students who show the ability to move to advanced or gifted classes. The EESAC continues to participate in obtaining volunteers to assist in school activities which include tutoring and chaperones for field trips. Members of the EESAC participate in providing support to parents during times of crisis and contact business leaders and professionals to participate in school-to-career activities.

***Other Matters of Resource Allocation:***

The EESAC recommended that they be apprised of any additional way that it can assist if the construction begins in the cafeteria. They have already recommended the purchase of additional outside seating.

***Benchmarking:***

The EESAC recommended that students score above the district mean level on standardized tests and aim for status of having the highest middle school scores in the county.

***School Safety & Discipline:***

The EESAC recommended that the discipline policy continue. Parents, students, and administrators wrote the policy. The EESAC has recommended that the TRUST counselor provide guidance to students in promoting appropriate behavior on a consistent basis. It has also recommended that the school continue to participate in the DARE program and the recognition of students for outstanding conduct. It also supports our Character Education Program.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*