
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6901 - W. R. Thomas Middle School

FeederPattern: G. Holmes Braddock Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Verona McCarthy

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

W. R. Thomas Middle School

W.R. Thomas Middle Community School has a population of 1,149 students. The assigned program capacity is 1,124. There is an active community school that continues to grow and service the needs of the students and adults. The student population is approximately ninety-four percent Hispanic, four percent White, one percent Asian-Indian Multi-Racial and less than one percent Black Non-Hispanic. The community is largely middle class and Hispanic with a large percentage of home owners. The location of the school site is in the west-central suburbs of Miami-Dade County on 17.14 acres in southwest Miami-Dade County at 13001 S.W. 26th Street. This fifty-three classroom building is augmented with a free standing auditorium, a media center, as well as a recently added science wing. W.R. Thomas Middle Community School has increased the use of technology by providing computer access to all students and teachers. This is accomplished by having computers in the classroom and in the media center. Each teacher has been designated a computer to be utilized solely for grade book. The school also has five computer labs available to all students. W.R. Thomas Middle Community School fosters an inclusive learning environment through the expansion of inclusion classes to all core subject areas on all grade levels. W.R. Thomas Middle Community School also gives students the opportunity to excel through gifted classes in all subject areas, as well as, offering high school credit through the science department. After analyzing and evaluating pertinent data such as the School's Demographic and Academic Profile reports, FCAT test results, FCAT Writing and School Improvement Plan results from 2004-2005, W.R. Thomas Middle Community School, in conjunction with the Education Excellence School Advisory Council (EESAC), has identified the following objectives as school-wide priorities for the 2005-2006 school year:

Given an emphasis on Sunshine State Standards and NCLB, students in grades 6-8 will demonstrate improvement in reading skills as evidenced by forty-four percent or above of the students achieving high standards on the 2006 FCAT Reading test as compared to the 2005 FCAT Reading test results.

Given an emphasis on Sunshine State Standards and NCLB, forty-four percent or greater of the Limited English Proficient (LEP) sub-group will be reading at or above grade level as evidenced by the 2006 FCAT Reading Test.

Given an emphasis on Sunshine State Standards and NCLB, forty-four percent or greater of the Students With Disabilities (SWD) sub-group will be reading at or above grade level as evidenced by the 2006 FCAT Reading Test.

Given an emphasis on Sunshine State Standards, students in grades 6-8 will demonstrate improvement in mathematics skills as evidenced by at least fifty percent achieving high standards on the 2006 FCAT Mathematics test, as compared to the 2005 test.

Given an emphasis on Sunshine State Standards, fifty percent of the Economically Disadvantaged (ED) sub-group will score at or above grade level on the 2006 FCAT mathematics test as evidenced by the 2006

FCAT Mathematics Test.

Given an emphasis on Sunshine State Standards, twenty-five percent or greater of the Students With Disabilities (SWD) sub-group will score at or above grade level in mathematics as evidenced on the 2006 FCAT Mathematics Test.

Given instruction utilizing Sunshine State Standards, students in grade eight will demonstrate high levels of writing as evidenced by an increase of one percentage point (ninety-one percent) of students scoring 4 on the 2006 FCAT Writing Plus test.

Given instruction utilizing Sunshine State Standards, students will increase their science skills as measured by at least fifty-one percent of eighth grade students meeting or exceeding the district's mean scale score on the 2006 FCAT Science Test.

Given an emphasis on parental involvement, W.R. Thomas Middle Community School will increase parental involvement as evidenced by a total of twenty-five percent of parents attending school-based presentations in 2005-2006 as evidenced by sign-in sheets and rosters.

Given school-wide attention on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year as evidenced by the 2005-2006 Executive Summary Report indicating a ten percent decrease.

W.R. Thomas Middle Community School teachers will integrate technology in all eighth grade classrooms by having at least ninety percent of students participating in lessons which utilize Internet resources and/or computer based programs at least two times a year as evidenced by student portfolios, teacher lesson plans, log ins to the web-site, media center logs, and Accelerated Reader logs.

W.R. Thomas Middle Community School will improve the health and fitness score of students as measured by a ten percent increase on the average of all physical education students from the pre-test to the post-test on the FITNESSGRAM assessment.

W.R. Thomas Middle Community School will increase participation in the arts programs by having at least eighty percent of students attending school based art presentations for the 2005-2006 school year.

W.R. Thomas Middle Community School will improve its ranking on the State of Florida ROI index publication from the 87th percentile in 2003 to the 90th percentile on the next publication of the index.

In order for W. R. Thomas Middle Community School to achieve our goals and objectives we have found a need to address the two following areas from results on the Organizational Performance Improvement Survey. Based on the self-assessment tool the two lowest averages on the survey were strategic planning and human resource focus.

Therefore, there is a need to address these two areas and target them throughout the school year. Results show that in the future the school needs to solicit more teacher and staff input on planning for the future of the school as well as discussions of how well the teams are working and how workers will improve their work. Although we presently utilize curriculum leaders from all curriculum areas to solicit the needs and represent their respective areas, in the future we will put the organizational plans and assessments in writing and discuss the operation of the school with faculty on faculty chat days. This is so we ensure we are addressing all faculty, their concerns and whether we as an organization are meeting our goals and objectives. With these changes we will be better equipped to create a positive school climate that will assist in the achievement of our academic objectives.

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.

W. R. Thomas Middle School

VISION

We are committed to provide educational excellence for all.

MISSION

The mission of W.R. Thomas Middle Community School is to encourage each student to achieve the highest standards in academics, technology, and the arts by creating a climate of excellence that will instill the importance of lifelong learning within the home, school, and community.

CORE VALUES

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

School Demographics

The school employs a total of one hundred and two full-time faculty and staff members. In addition to this, there are twenty part-time staff members. The division is as follows: five administrators, sixty-nine classroom teachers, three guidance counselors, one trust counselor, one career specialist, one behavior management teacher, eight paraprofessionals, eight clerical employees, one cafeteria manager, six custodial workers, one media specialist, one micro systems technician. Of the teaching staff, three are new to this school, with the average length of time teaching in Florida at eleven years and twenty percent having advanced teaching degrees.

W. R. Thomas Middle Community School serves 1,149 students from the surrounding neighborhood, including standard curriculum students (854), ESE students (211) and ESOL students (84). The mobility index is twenty-five. The ethnic/racial makeup of the student population is: ninety-one percent Hispanic, seven percent White, one percent Asian/Indian-Multiracial, and one percent African American. Students are also provided the opportunity to participate in interscholastic athletics and extra-curricular academic activities. Additionally, students that are in need of extra help in mastering skills taught in the classroom are served through after-school tutoring programs.

W.R. Thomas Middle Community School provides several services and opportunities with the collaboration of the community. Approximately 1,300 students each week participate in a variety of programs, including English Speakers of Other Languages, Miami-Dade College, which offers credit and non-credit classes, and personal growth classes. The community enjoys the benefits of using the school as a meeting place for several local and school organizations.

Likewise, W.R. Thomas Middle Community School works closely with the following elementary schools in our feeder pattern: Grenglade Elementary, Joe Hall Elementary, Village Green Elementary, Wesley Matthews Elementary, and Zora Neal-Hurston Elementary. We work with these schools on articulation issues to ensure that entering sixth graders are prepared with the background needed to be successful in the middle school setting.

The majority of students leaving our school after eighth grade will attend G. Holmes Braddock High School (GHBHS). The staff from W.R. Thomas Middle Community School works closely with GHBHS, South West, Ferguson, Felix Varela and other magnet schools on articulation issues to ensure that entering ninth graders are prepared with the background needed to be successful in high school.

W.R. Thomas Middle Community School enjoys a collaborative system of leadership that includes representatives from stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council (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.

W.R. Thomas Middle Community School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This ongoing communication between the student leadership team and the stakeholders enables us to provide educational programs that are tailored to students' needs.

Offering support to parents and students is crucial to the success of the school. Students need access to a strong system of mentoring to address academic deficits and behavioral issues. W.R. Thomas Middle School has instituted a Saturday School Tutoring and a Saturday Alternative To Suspension for parents, students and the community. All of these activities provide services for our students, parents and community.

School Foundation

Leadership:

W.R. Thomas Middle Community School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups. Organizational Performance Improvement Snapshot (OPIS) results indicate that stakeholders are in agreement that leaders in the school create a supportive work environment which shares information about the organization and lets them know what is important to the success of the school.

District Strategic Planning Alignment:

The OPIS survey results indicated that in strategic planning the organization needs to increase the solicitation of workers for their ideas and have more discussions as to whether goals and objectives are being met. Stakeholders were aware of the goals and objectives of the school, but stated that there needed to be more involvement on how they were created.

Stakeholder Engagement:

W.R. Thomas Middle Community School has identified a few issues concerning improvement in the educational delivery process. Among those are the results of the School Climate Survey indicating that although students felt that teachers have knowledge of their subject areas, they could find more interesting ways of presenting the information. Parents ranked the school high in safety and cleanliness, but did feel that the school is a bit overcrowded. Overall results of both parent and student climate surveys indicated that they were pleased with the school.

Faculty & Staff:

W.R. Thomas Middle Community School stakeholders work as a team to guarantee quality educational experiences for its students. Input from all stakeholders is considered an essential part of program improvement. This ongoing communication between the school leadership team and stakeholders enables us to provide educational programs that are tailored to students needs. The teacher mentor program at W.R. Thomas Middle Community School includes a teacher "Survival Guide", assignment and implementation of Professional Growth Team based on P.A.C.E.S., and assistance and support time with an administrator. In addition, new beginning teachers are paired with a mentor teacher that monitors the progress of the teacher and ensures that operational issues (lesson planning, report cards, grade-books, etc.) comply with district guidelines. The Media Center maintains a resource library available to all teachers. In-service opportunities are made available to staff to discuss SPI, gradebook and other curriculum needs on a monthly basis in order to promote professional growth.

Data/Information/Knowledge Management:

The utilization of data is an area that needs to be emphasized during the 2005-2006 school year. W.R. Thomas Middle Community wants the increase the use of data driven curriculum this school year. The utilization of curriculum mapping will help to achieve this goal. Testing on specific benchmarks after they are taught will also instill this objective. An increase in professional development on SPI, the use of FCAT information as well as district assessment will all increase data use. By also sharing data with parents and community, W.R. Thomas Middle Community School will keep these stakeholders involved in our students learning.

Education Design:

W.R. Thomas Middle Community School is a traditional educational center with Planning and Research at its decision making core which is based on Plan, Do, Study, Act (PDSA) cycle. The goal and practice is to improve the educational opportunities and achievement levels of our students with data driven research in order to bring about the most effective and efficiently delivered program for our students. This allows for a breakdown of the changes process in manageable pieces. Each subject area department is led by a department curriculum leader that meets weekly with the curriculum assistant principal to monitor implemented programs and methodologies for improved student achievement. In addition to this, each curriculum leader meets weekly with their respective departments to share and collect data. A grade level advisor assists in aligning programs with school-wide objectives and leads each grade level in our school-wide model. All this has one purpose, to increase academic achievement and to monitor the lack of achievement in a timely fashion and allowing for adjustments as the academic year progresses.

Performance Results:

The results of the educational design are increased team collaboration and planning which directly impacts student success. This can be seen through curriculum mapping and faculty department meetings which are used for professional development activities. Through the collaboration, planning has taken place which helps to address classroom needs in various areas such as discipline, assessment in the classroom and effective implementation of the school-wide model.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Reading will improve for all NCLB students.

Needs Assessment

An assessment of Reading data reveals that sixth, seventh, and eighth grade students are still reading below grade level; specifically: sixty-two percent in grade six, fifty-four percent in grade seven, and sixty-one percent in grade eight. Adequate Yearly Progress data indicates that our Limited English Proficiency (LEP) students and Students with Disabilities (SWD) subgroup populations are both in need of additional assistance. Assessment of LEP data reveals that eleven percent of our student population scored at or above grade level in reading. The federal requirement of a minimum of forty-four percent of students scoring at or above grade level indicates a need for at least thirty-three percent of these students to show improvement. Assessment of SWD data reveals that seventeen percent of our student population scored at or above grade level in reading. The federal requirement of a minimum of forty-four percent of students scoring at or above grade level indicates a need for at least twenty-seven percent expected improvement. This represents a challenge that will be undertaken based on achievement trends for both subgroups.

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

Measurable Objective

Given an emphasis on Sunshine State Standards and NCLB, students in grades 6-8 will demonstrate improvement in reading skills as evidenced by forty-four percent or above of the students achieving high standards on the 2006 FCAT Reading test as compared to the 2005 FCAT Reading test results.

Given an emphasis on Sunshine State Standards and NCLB, forty-four percent or greater of the Limited English Proficient (LEP) sub-group will be reading at or above grade level as evidenced by the 2006 FCAT Reading Test.

Given an emphasis on Sunshine State Standards and NCLB, forty-four percent or greater of the Students With Disabilities (SWD) sub-group will be reading at or above grade level as evidenced by the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a weekly "reading learning log" with questions designed to teach critical thinking skills through reading.	Reading teachers	10/1/2005	5/30/2006
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 (or lower performing students) while assessing their departmental action plans.	Administrator	8/4/2005	5/30/2006
Utilize the Saturday Academy FCAT Enrichment program to address level one and two students.	Administrator, W.R. Thomas Community School	8/20/2005	2/25/2006
Implement the use of reciprocal teaching techniques through teaching.	Language Arts teachers, Reading Teachers	11/1/2005	5/30/2006
Utilize the Continuous Improvement Model.	Administrator, Reading Teacher	10/24/2005	5/19/2006
Implement the Comprehensive Research-based Reading Plan utilizing the Creating Independence through Student-owned strategies (CRISS).	Admininstrator, Language Arts teachers, Reading Teachers	8/4/2005	5/30/2006
Identify FCAT level one and two students and assign to an intensive 1/2 hour reading program utilizing Reading and Language Arts teachers	Administrator	8/4/2005	4/28/2006

Research-Based Programs

Read 180/ Scholastic (Level 1 students)
Read XL / Scholastic
Florida FCAT Reading Coach / Hodges and Magulies
Strategies for Content Area Reading / Options
Classworks

Professional Development

Creating Independence Through Student-owned Strategies (CRISS)
Read 180
Accelerated Reader
Student Performance Indicator (SPI)
Oral Reading Fluency (ORF)
FCAT Explorer
Reciprocal Teaching Program
Riverdeep
Classworks

Evaluation

This objective will be evaluated utilizing the results of the 2006 FCAT Reading test as compared to the 2005 data. Semi-annual progress monitoring will take place via the district semi-annual assessments. Students will be monitored via the Read 180 usage log, Gates-McGinitie Test scores, Oral Fluency Test scores and SAFE tutorial attendance logs. Departmental meeting minutes will be reviewed for confirmation that FCAT data distributed to teachers is being utilized within classroom instruction. In addition, Accelerated Reader data will be used by Language Arts teachers to monitor positive growth in reading comprehension and district assessment results will be analyzed on a reader growth chart to clearly identify areas of strength and weakness for student progress.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Mathematics achievement will improve for all NCLB groups.

Needs Assessment

An assessment of Mathematics data reveals that sixth, seventh, and eighth grade students are still below grade level in Mathematics. Specifically: sixty-two percent in grade six, fifty-five percent in grade seven and fifty percent in grade eight. Adequate Yearly Progress data indicates that our Limited English Proficiency (LEP) and Students with Disabilities (SWD) subgroup populations are both in need of additional assistance. Assessment of LEP data reveals that twenty-five percent of our student population scored at or above grade level in mathematics. The federal requirement of a minimum of fifty percent indicates at least a twenty-five percent expected improvement. Assessment of SWD data reveals that sixteen percent of our student population scored at or above grade level in mathematics. The federal requirement of a minimum of fifty percent indicates at least a thirty-four percent expected improvement. This represents a challenge that will be undertaken, based on achievement trends for both subgroups.

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

Measurable Objective

Given an emphasis on Sunshine State Standards, students in grades 6-8 will demonstrate improvement in mathematics skills as evidenced by at least fifty percent achieving high standards on the 2006 FCAT Mathematics test, as compared to the 2005 test.

Given an emphasis on Sunshine State Standards, fifty percent of the Economically Disadvantaged (ED) sub-group will score at or above grade level on the 2006 FCAT mathematics test as evidenced by the 2006 FCAT Mathematics Test.

Given an emphasis on Sunshine State Standards, twenty-five percent or greater of the Students With Disabilities (SWD) sub-group will score at or above grade level in mathematics as evidenced on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide after school tutorial programs.	Community School. Math teachers	9/1/2005	5/30/2006
Utilize the Saturday Academy FCAT Enrichment.	W.R. Thomas Middle Community School	9/1/2005	5/30/2006
Utilize and promote classroom manipulative materials in order to provide a variety of opportunities for students of all levels.	Math Department	8/4/2005	5/30/2006
Utilize weekly departmental meetings to plan appropriate instructional interventions throughout the school year.	Math Department	8/4/2005	5/30/2006
Increase assistance in content areas using home language for limited proficient students.	E.S.O.L. paraprofesional	8/4/2005	5/30/2006
Utilize district mathematics assessments to monitor student performance.	Administrator, Math department	8/4/2005	5/30/2006
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 (or lower performing students) while assessing their departmental action plans.	Administrator	8/4/2005	5/30/2006

Research-Based Programs

Core Mathematics Program Grade 6-7 / Glencoe Series 1-2

8th Grade Pre-Algebra/Glencoe

Advanced course 6th/Glencoe Series

Advanced course 7th/Pre-Algebra Glencoe

Algebra I / Prentice Hall

Additional resource for all grades: FCAT Coach / Hodges and Magulies

Additional Resources used for intervention groups:

Grade 6: Middle Grades Math (Tool to Success) / Prentice Hall

Grade 7: Invitations to Math / Prentice Hall

Grade 8: Mathematics Exploration and Applications / Prentice Hall

Professional Development

Data Analysis

Linking Data to Instruction

Student Performance Indicator Training (SPI)

FCAT Explorer

Riverdeep

Evaluation

This objective will be evaluated utilizing the results of the 2006 FCAT Mathematics test as compared to 2005 data. District progress monitoring will take place via district assessments. In addition to this, after school tutorial and SAFE attendance logs will be used to monitor student involvement in academic programs. FCAT data will be distributed to teachers and will be utilized within classroom instruction as evidenced by lesson plans and departmental meeting minutes.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Writing scores will improve for grade eight students.

Needs Assessment

An assessment of data revealed that ninety percent of grade eight students are meeting high standards on the FCAT Writing Test. Annual Yearly Progress indicates that our Limited English Proficient (LEP) students and Students With Disabilities (SWD) subgroup populations are in need of additional assistance. An assessment of data reveals that sixty-five percent of eighth grade Limited English Proficient (LEP) students are meeting high standards on the FCAT Writing, which is a decrease from sixty-nine percent in 2004. Additional assessment of data reveals that fifty-nine percent of eighth grade Students With Disabilities (SWD) are meeting high standards on the FCAT Writing, which is an increase from fifty-four percent in 2004. Further analysis of the data indicates that additional emphasis needs to be given in both persuasive and expository writing due to the state requirement of a 3.5 for the 2006 administration.

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 utilizing Sunshine State Standards, students in grade eight will demonstrate high levels of writing as evidenced by an increase of one percentage point (ninety-one percent) of students scoring 4 on the 2006 FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate grammar across the curriculum and review written material on emphasizing correct usage and rules of grammar.	Teachers	9/1/2005	5/30/2006
Engage in writing activities such as idioms and journal writing during the first ten minutes of class time to promote FCAT style writing.	Language Arts Teachers	9/1/2005	5/30/2006
Address writing skills with pre-designed FCAT content material in the Saturday Academy Enrichment (S.A.F.E) program.	Community school	9/1/2005	5/30/2006
Increase writing across the curriculum a minimum of once per week.	Teachers	8/4/2005	5/30/2006
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 (or lower performing students) while assessing their departmental action plans.	Administrator, Teachers	8/4/2005	5/30/2006
Utilize weekly departmental meetings with department curriculum leaders to plan appropriate instructional interventions throughout the school year.	Administrator, curriculum leaders, teachers	8/4/2005	5/30/2006
Implement the Continuous Improvement Model in utilizing pre and post writing assessments to monitor student performance.	Language Arts Teachers	9/1/2005	5/30/2006

Research-Based Programs

Grade 6-8: Florida Elements of Literature/Holt Rinehart Winston

6-8 Writers Choice Grammar and Composition/Glencoe

Additional resources used for all groups: supplementary class sets of grade level novels and practice workbooks provided by the publishers.

Professional Development

CRISS Training strategies

FCAT Writing

Student Performance Indicator Training (SPI)

district writing workshops

UM Writing Institute.

Evaluation

This objective will be evaluated utilizing the results of the 2006 FCAT Writing Plus test as compared to 2005 data. District progress monitoring will take place via district assessments. Departmental meeting minutes will be reviewed for confirmation that FCAT data distributed to teachers is being utilized within class 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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Science scores will improve for grade eight students.

Needs Assessment

W.R. Thomas Middle Community School achieved a mean scale score of 283 for the 2004-2005 school year. For the 2005-2006 school year W.R. Thomas Middle Community School will strive to surpass the average mean scale score of the district.

Measurable Objective

Given instruction utilizing Sunshine State Standards, students will increase their science skills as measured by at least fifty-one percent of eighth grade students meeting or exceeding the district's mean scale score on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement ongoing review of FCAT Science benchmarks.	Science Teachers	8/4/2005	5/30/2006
Provide the opportunity for all students to complete strand specific science labs.	Science Teachers	9/1/2005	5/30/2006
Identify students in all subgroups scoring in the lowest quartile of the FCAT Science Test and provide a tutorial program to assist in remediation.	Science Teachers	11/1/2005	5/30/2006
Correlate SSS and other science related skills through reading, writing, and integrated curriculum infusion for all subgroups.	Science teachers	8/4/2005	5/30/2006
Utilize Sunshine State Standards strands with respect to the scientific method and inquiry.	Science Teachers	8/4/2005	5/30/2006
Increase the amount of students participating in the Science Fair school-wide.	Science teachers	8/4/2005	5/30/2006
Increase the amount of teachers trained and utilizing SPI.	Administrator	11/1/2005	5/30/2006

Research-Based Programs

Grade 6-8: Florida Edition of Science Voyagers / Glencoe Grade 6-8

Grade 9: Earth and Space Science – Science Insights/Scott Foresman

All grade levels will use Florida FCAT Science Coach as a resource/Hodges and Maguiles

Professional Development

Human Growth and Development Workshop
Secondary Science Chairpersons Meeting
Hands-on Science for Middle School
Student Performance Indicator Training (SPI)

Evaluation

This objective will be evaluated utilizing the results of the 2006 FCAT Science test as compared to 2005. Assess FCAT sample standardized test results to provide systematic chart of progress toward the objective. Ongoing monitoring will take place via the school site assessments of logs kept in lesson plans, student portfolios, student projects, staff tutorial logs, parent meeting logs, and student grades.

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

GOAL 5 STATEMENT:

Promote the Parent Academy, increase parental involvement along with family and community literacy.

Needs Assessment

W.R. Thomas Middle Community School demonstrates its customer-based approach through its varied and continuous communication with parents, teachers, students and the community at large. With the majority of the student population being hispanic there is also a need for bi-lingual communication.

Measurable Objective

Given an emphasis on parental involvement, W.R. Thomas Middle Community School will increase parental involvement as evidenced by a total of twenty-five percent of parents attending school-based presentations in 2005-2006 as evidenced by sign-in sheets and rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide ongoing information about the Parent Academy and what it has to offer such as Pre-K, Helping students to learn, etc.	W.R. Thomas Middle Community School	9/1/2005	5/30/2006
Provide communication of school functions and activities through PTSA sponsored flyers and the school marquee.	Administrator	9/1/2005	5/30/2006
Provide student entertainment, exhibits, performances, refreshments, and incentives, at meetings to encourage increased parental attendance.	Administrator	9/1/2005	5/30/2006
Provide further marketing of parent activities and workshop announcements through the school website.	Administrator, webmaster	9/1/2005	5/30/2006
Provide a 6th grade orientation/ articulation night for incoming 6th graders.	Administrator	11/1/2005	5/30/2006
Increase the number of weekly Neighbors articles published which market the school.	Administrator	9/1/2005	5/30/2006
Provide a Resource Fair through Open House.	Administrator	9/1/2005	9/30/2005

Research-Based Programs

National PTA Communicating With Home-Successful Programs

Just Read, Florida

School district website with parental resources

School libraries, bilingual pamphlets giving information on the use of media center.

Region Office with brochures for family and student resources.

Professional Development

Survey of Organizational Strategies (Principal)

Customer Satisfaction Workshop (Office Staff)

P.R.O.U.D. Workshop (Student Services)

The Parent Academy Workshops

Evaluation

This objective will be evaluated utilizing the sign-in sheets and rosters for parent meetings and workshops. Flyers, programs, agendas, and announcements regarding the meetings and workshops will also be included. Other means of documentation will be to take pictures of the advertisement on the marquee and document in a file. Information provided on the school website regarding workshops and meetings.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

Discipline and safety will increase at W.R. Thomas Middle Community School during the 2005-2006 school year.

Needs Assessment

The Executive Summary report indicates that the W.R. Thomas Middle Community School administration gave 282 outdoor suspension for the 2004-2005 school year. The outdoor suspensions resulted in students missing valuable learning in a positive learning environment.

Measurable Objective

Given school-wide attention on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year as evidenced by the 2005-2006 Executive Summary Report indicating a ten percent decrease.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Team beginning teachers with a veteran teacher to create a classroom management plan.	Administrator	8/4/2005	5/30/2006
Utilize the S.C.S.I. Indoor Suspension Program.	Administrator	8/4/2005	5/30/2006
Establish and communicate high expectations for student behavior	Administrator	11/1/2005	5/30/2006
Increase and monitor the use of classroom discipline plans.	Administrator	11/1/2005	5/30/2006
Establish a school discipline plan.	Administrator	11/1/2005	5/30/2006
Increase the use of Saturday Academy for FCAT Enrichment an alternative to suspension program.	Administrator	9/1/2005	5/30/2006
Share classroom behavior best practices during curriculum department meetings.	Curriculum teams	11/1/2005	5/30/2006

Research-Based Programs

A positive Approach to Discipline
 Assertive Discipline
 Adlerian Approach
 Reality Therapy

Professional Development

How to write an Individual Education Plan (IEP)-Special Area Teachers
 How to write a Behavioral Intervention Plan (BIP)-Special Area Teachers

Evaluation

The 2005-2006 Executive Summary Report will indicate a ten percent decrease in outdoor suspensions.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 7 STATEMENT:

Increase the use of technology in the school.

Needs Assessment

There is growing evidence to indicate a positive relationship between technology and student achievement at the middle school level. Years of brain research reveal that middle school students learn best when they are actively engaged in context. It has been proven that technology rich learning environments help students to not only learn the basic skills like reading, math, and science, but also learn the principles that underlie complex data. The 2004 STaR School Profile indicates that W.R.Thomas Middle Community School student use of technology is slightly higher than that of other schools, but still has room for improvement.

Measurable Objective

W.R. Thomas Middle Community School teachers will integrate technology in all eighth grade classrooms by having at least ninety percent of students participating in lessons which utilize Internet resources and/or computer based programs at least two times a year as evidenced by student portfolios, teacher lesson plans, log ins to the web-site, media center logs, and Accelerated Reader logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the media center's computer lab as part of teacher instruction.	Teacher, Media Specialist	8/4/2005	5/30/2006
Develop lessons across all grade levels and disciplines to guide students' exploration of the Internet and the World Wide Web as a source of career and employment opportunities.	Teachers	11/1/2005	5/30/2006
Increase students training in the use of Microsoft Word and Power Point through their Computer and Business technology classes.	Business Teachers	8/4/2005	5/30/2006
Students will submit at least one computer generated assignment through their content teacher.	Teachers	9/1/2005	5/30/2006
Increase professional development on how to integrate technology into classroom lessons.	Administrator	11/1/2005	5/30/2006
Provide staff with in-service training on the use of the school's available technological equipment.	Administrator	11/1/2005	5/30/2006

Research-Based Programs

STAR Report

National Middle School Association, Technology in the Middle School

Professional Development

Web-design

Incorporating technology in the classroom.

Evaluation

This objective will be evaluated through student portfolios, teacher lesson plans, log ins to the web-site, media center logs, and Accelerated Reader logs.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

W.R. Thomas will improve the average fitness level of physical education students.

Needs Assessment

In an a society where obesity is increasing among teenagers, there is a need to increase the fitness level of our students. To properly assess both student fitness performance and programmatic success, a pre-test will be administered to determine the students baseline measure of fitness. After teaching student utilizing the Sunshine State Standards a post-test will be administered at the end of the school year. Student health-related fitness will be assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

W.R. Thomas Middle Community School will improve the health and fitness score of students as measured by a ten percent increase on the average of all physical education students from the pre-test to the post-test on the FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Give all physical education students the appropriate amount of instructional time to related activities. Activities will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers	11/1/2005	5/30/2006
Give all physical education students a pre-test on six physical strength objectives of the FITNESSGRAM to determine baseline measures.	Physical Education Teacher	11/1/2005	4/30/2006
Give all physical education students a post-test on the FITNESSGRAM.	Physical Education Teachers	3/1/2006	5/30/2006
Compare pre- and post-test data to provide valid measure of student/school improvement. This will further provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated objectives and goals.	Physical Education Teachers	11/1/2005	5/30/2006

Research-Based Programs

Fitnessgram

The physical education program incorporates State Sunshine State Standard which are research based.

Professional Development

FITNESSGRAM

Evaluation

W. R. Thomas will administer the FITNESSGRAM, health related fitness test. W.R. Thomas Middle Community School will have improved the average health and fitness score of students as measured by a fitness level increase of ten percent from the pre-test to the post-test on the FITNESSGRAM assessment. Using FITNESSGRAM software, individual students scores will be input, with a prescriptive report being printed out for each student. One copy will go in the student's portfolio and another copy will be sent home to parents.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Increase participation in the arts programs.

Needs Assessment

Due to the scheduling of level one and two reading and math intensive classes, students are lacking in elective and special area experiences. Therefore, we need alternative experiences that provide students with the cultural enrichment that these courses provide. With changing guidelines, we are having to see the arts outside of the classroom and in afterschool activities.

Measurable Objective

W.R. Thomas Middle Community School will increase participation in the arts programs by having at least eighty percent of students attending school based art presentations for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the opportunities for students to complete at least one oral presentation in classes.	Curriculum Departments	11/1/2005	5/30/2006
Increase student performing arts presentations at the school including drama, chorus, band, dance, art, photography, graphic arts, and debate by at least one performance.	Fine Arts Department	11/1/2005	5/30/2006
Increase the amount of guest speaker presentations from performing, media, and/or visual arts personalities, including multi-cultural presentations.	Administrator	11/1/2005	5/30/2006
Increase the number of parent workshops, parent performing arts events, EESAC promotions, and other means of disseminating the importance of the arts for academic, social and cultural enhancement.	Administrator	9/1/2005	5/30/2006
Increase the attendance of students by having them attend at least one school wide performing arts program during school time or in the evening.	Administrator	11/1/2005	5/30/2006

Research-Based Programs

The Art and Education (AEP-Arts)

Discipline Based Art Education

Comprehensive Art Education

Professional Development

Evaluation

This objective will be evaluated utilizing the results from the 2005-2006 school year logging the number of students attending school wide performing arts performances.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

W.R. Thomas Middle Community School will rank at or above the 90th percentile in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that in 2003, W.R. Thomas Middle Community School ranked at the 89th percentile on the State of Florida ROI index.

Measurable Objective

W.R. Thomas Middle Community School will improve its ranking on the State of Florida ROI index publication from the 87th percentile in 2003 to the 90th 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.	Administrator	10/6/2005	5/30/2006
Collaborate with the district on resource allocation.	Administrator	8/4/2005	5/30/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrator	8/4/2005	5/30/2006
Consider shared use of facilities, partnering with community agencies.	Administrator	8/4/2005	5/30/2006

Research-Based Programs

Professional Development

FTE Workshops

Workshops on money management

Evaluation

On the next State of Florida ROI index publication, W.R. Thomas Middle Community School will show progress toward reaching the 90th percentile.

EESAC Compliance

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

Budget:

The EESAC recommends that the principal review the budget with the EESAC and accept recommendations for budget expenses throughout the 2005-2006 school year. They would also want input on instructional support materials.

Training:

The EESAC recommends that faculty continue to participate in professional growth activities, such as CRISS, which will improve classroom instruction.

Instructional Materials:

The EESAC recommends that expenditures regarding instructional spending and technology goals be reviewed by EESAC. These include the purchase of FCAT materials and updated software for the school.

Technology:

The EESAC recommends that the school's technology committee have teacher representatives from each department along with the principal or designee. Its goal will be to seek funding through grant writing. The EESAC also recommended that parent communication increase by the use of the school's website.

Staffing:

The EESAC recommends that they be updated by the principal on new staff members who have been appointed to the school.

Student Support Services:

The EESAC recommends that they receive input from the student body concerning their needs as they pertains to student achievement.

Other Matters of Resource Allocation:

The EESAC recommends that members be instrumental in assisting with the development of the School Performance Excellence Plan for the 2005-2006 school year. Strategies have been achieved by consensus.

Benchmarking:

The EESAC recommends that members review the benchmarks set forth by state and district policies and make recommendations to be included in the School Performance Excellence Plan. The EESAC will continue to work with the school on addressing issues as they occur throughout the 2005-2006 school year to ensure that its objectives are implemented and met.

School Safety & Discipline:

The ESSAC recommends that the principal's presentation of a progressive discipline plan continue to be implemented as a means of maintaining a safe learning environment. Recommendations include using Saturday School as an alternative to suspension.

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