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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6961 - West Miami Middle School

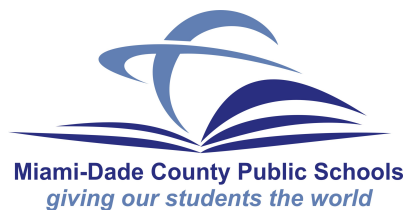
*FeederPattern:* South Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Gilberto Bonce

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *West Miami Middle School*

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West Miami Middle School enjoys a long history of serving the community as a revered educational institution and a leader in providing services for newly arrived immigrant populations. A collegial, collaborative leadership team addresses the needs of student sub-groups through the team concept for middle schools. The focus has been expanded to incorporate incentive programs that recognize and motivate academic and behavioral success.

The school offers its students a variety of academic programs including enrichment and or remediation options addressing individual student needs. Gifted and advanced classes in the core curriculum areas serve approximately 25% of the student body. Intensive Reading and remedial math classes serve approximately 52% of the students. Additionally the school is one of eight middle schools in the district with the Extended Foreign Language Program which emphasizes the teaching of language arts and curriculum content in English and Spanish.

The school has been designated as high-performing by the state, scoring a Performance Grade of B for the past four years. In 2005 Adequate Yearly Progress (AYP) was attained provisionally. Students with Disabilities and Limited English Proficient (LEP) students did not make AYP in reading or in math, also the LEP students did not achieve AYP in writing. The following School Improvement Plan addresses the sub-group academic needs in both curriculum areas.

Given instruction based on the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 50% of the students scoring at/or above level 3 on the 2006 administration of the FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, students identified under NCLB as Limited English Proficient will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards students will improve their math skills as evidenced by 58% of students scoring at or above FCAT Achievement Level 3 on the 2005 FCAT Mathematics Test

Given instruction based on the Sunshine State Standards, Students with Disabilities 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 instruction based on the Sunshine State Standards, Limited English Proficient 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 instruction based on Sunshine State Standards students in 8th grade will improve their writing skills as evidenced by 85% of students achieving 4.0 or higher on the administration of the 2006 FCAT Writing Plus Test.

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

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the attendance logs for 2004/2005 to 2005/2006.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5% decrease in the number of suspensions, indoor and outdoor, during 2005/2006 school year as compared to the 2004/2005 school year as documented by the 2005/2006 Referral Action/Suspension Report.

Given an emphasis on the use of technology in education, a cohort of teachers will be trained to facilitate five inservice programs (Student Performance Indicator Program, Edu-Soft) for the faculty as documented by attendance/sign-in sheets.

Given instruction based on the M-DPCS mandated standards, physical education students in grades 6-8 will improve their fitness skills as evidenced by 77% of the students meeting high standards on the 2005/2006 the administration of the FITNESSGRAM test.

Given a decline in the number of students eligible to participate in the electives program, we will increase the number of extracurricular programs available to the entire student body by five percent as evidenced by the comparing the 2004/2005 and 2005/2006 afterschool activities.

West Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 88th percentile in 2003 to the 90th percentile on the next publication of the index.

Based on an analysis of the school's self-assessment survey the Leadership Team has identified two areas of focus, Strategic Planning and Process Management.

While the Operational Performance Improvement Snapshot Survey did not indicate any areas of weaknesses in our organization, it can be stated that work with staff is needed in the area of strategic planning. Seventy seven percent of the staff supports the direction outlined in the strategic plan. It was noted that fifteen percent of the staff had no opinion in this area. It is the desire of the leadership team to get the concerns of these remaining staff out in the open. All staff have confidence that their concerns and input are wanted. They must also feel assured that the strategic plan is only a plan when all have bought in and their opinions have been counted.

In the area of process management there were no real weaknesses. The staff indicated it was very satisfied with

relation to quality and processes of work. Although the results were excellent, the goal is to improve. The school needs to provide training for teachers on the importance of their role and its impact on the school's mission. Over the next year we will endeavor to reach for an even higher satisfaction level.

# 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.

## West Miami Middle School

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## *School Demographics*

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West Miami Middle Community School is located east of the Palmetto Expressway and is situated in the midst of a thriving and culturally diverse Hispanic community. A large number of students live within walking distance and reside in single family homes, while many of the students who are transported by bus reside in apartment buildings. The population of our school is 94 percent Hispanic, 5 percent white, and less than 1 percent African-American, Asian and multiracial.

West Miami Middle Community School is a Title I school with 78 percent of students on free or reduced lunch. Our attendance rate has always been high – for example, the 2004-2005 attendance was 96.05 percent. Our student retention rate is three percent. Class size is in compliance with the approved ratio of 25 students per teacher. Our current ratio is 19.69. Our school has maintained a school performance grade of “B” for the last four years.

West Miami Middle Community School has instituted an Inclusion program following a co-teaching model that includes 75 percent of the Exceptional Student Education (ESE) student population. The teachers plan, teach, and assess the students together. The Inclusion classrooms blend one third ESE and two thirds general population students. ESE students not involved in the Inclusion program are in self-contained classes. Eight percent of our student population participates in the Gifted program which is offered through the content areas of Language Arts, Math, Science, and Social Studies. Thirteen percent of our student population is Limited English Proficiency. English as Second or Other Language (ESOL) 1 and 2 students are offered bilingual curriculum content area courses in Math, Science, and Social Studies. ESOL 3 and 4 students are included in the regular classes. The ESOL students also receive services through the Home Language Assistance Program.

West Miami Middle Community School has a full-time staff of 100. The demographic make-up of the staff includes the following: fourteen percent are white, 13 percent are black, 73 percent are Hispanic. Teacher attendance at our school is high; teacher absences from the classrooms are most often related to programs such as subject area and professional development workshops. There are two teachers on leave of absence equivalent to 2.7 percent of our faculty.

Students, staff and parents at West Miami Middle Community School are committed to academic excellence. We are involved in strategies that promote critical thinking, academic achievement, intensive reading, writing, mathematics, technology and parental involvement. A review of key data elements, Educational Excellence School Advisory Council (EESAC) needs-assessment profiles, as well as the Florida Comprehensive Assessment Test scores, indicate a need to respond to various priority goals. Faculty, staff, parents, administrators, and the EESAC have met to identify the needs of the school and our students, as well as to devise effective strategies presented in this School Improvement Plan.

# *School Foundation*

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## ***Leadership:***

The Operational Performance Improvement Snapshot Survey shows leadership is clearly a strength at this institution. The leadership team's goal is to improve on all leadership related items outlined in the survey. The staff wants more opportunities to give input in school related issues. In light of this we will continue the Principal Advisory Council which addresses staff concerns on as needed basis. A hardcopy of PAC meeting minutes will be put in staff's mailboxes, so that they are aware that their concerns are being addressed. In addition a suggestion box will be placed in teachers lounge to allow staff members to give input on an ongoing basis. Staff acknowledges that our principal uses the organizations values to guide the schools direction. This is done by his requesting constant input from staff. As a result staff expects to participate in all school related issues.

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

The Strategic Planning Category of the Operational Performance Improvement Snapshot Survey states that eighty nine percent either agreed or strongly agreed that they are able to tell if they are making progress on their work group's part of the strategic plan. This indicates confidence in their awareness of where the organization is headed. Seventy-seven percent of the staff indicated general satisfaction with the direction in the Strategic Plan. Fifteen percent of our staff had no opinion in this area and eight percent disagreed. We must work to improve the perception that the opinion of all staff is important in strategic planning.

## ***Stakeholder Engagement:***

The goal in customer service is always complete satisfaction. Our overall average in the Customer and Market Focus category was ninety two percent in the agree and strongly agree counts. We achieved this excellent percentage by continuous communication with the home through Home Visits, Education Agreements, Parent Surveys, Curriculum Fair, Attendance Contracts, Parent Resource Center, Parent Workshops and team leaders make direct parent contacts anytime a student is absent 3 times. Although our score is substantial our goal is to improve. Since our customer are the students, parents and community at large, beginning this school year we will send home a monthly activities calendar, increase number of Parent Workshops, Resource Fairs and Home Visits. Also we will improve the efficiency and delivery of existing strategies. We will remain open to new ways to keep in touch with our customers.

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

The Human Resource Focus category implied that our staff feels that we have a safe environment to work in. That view point was shared by ninety two percent of all staff members. The staff also is comfortable with the idea that they are able to make changes that will improve their work. This is an indication that the environment created by the leadership team is perceived as positive and flexible. It is also abundantly clear that there is a great sense of team as evidenced by the eighty eight percent of the staff agreeing that the people they work with cooperate as a team. Also there was a high score in staff members' belief that the administrative team encourages the staff to develop job skills which will advance their careers; consequently there is collaborative, collegial, motivational, and pleasant working encompassment.

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

Our staff overall average in the Measurement, Analysis, and Knowledge Management category was over ninety four percent. The results showed high confidence in the items addressed. When it comes to measuring the quality of work ninety seven percent of the staff either strongly agreed or agreed. This indicates that staff members are clear in what the expectations are for their area of performance. Ninety eight percent of the staff felt that they understood how to analyze the quality of their work and determine if changes were necessary. Finally, ninety seven percent of the staff said they would use the analysis to make necessary changes to their work. All of these responses indicated that the vast majority of staff members understand what is required in their field of responsibility and believe they know how to make changes for the benefit of the school and our customers where necessary. According to the Operational Performance Improvement Snapshot Survey, ninety one percent of our staff said they get the information they need to perform their role in the school. Also, ninety five percent of our staff understood how they fit into the schools overall measures of improvement. Ninety three percent of staff members feel that they obtain the information on how our school is progressing.

The outstanding results of the O.P.I.S survey illuminate the staff perception that they know their roles, expectations, and the high quality of their work. As a result they are confident in their ability to make positive changes when necessary and they know where they fit in the overall organization.

### ***Education Design:***

The Operational Performance Improvement Snapshot Survey states that the staff believes that we have good processes for doing our work. This is indicative of efficient delivery of educational services to our customers. The staff also believes that all of the resources necessary to carry out their roles can be acquired. Those resources include but are not limited to grade book programs, ordering of textbooks, and other materials as needed. That implies that the leadership team is focused on the processes that drive the function of the school. Much time is spent helping staff to acquire data which allows them to evaluate the quality of their work. This process is also driven by the leadership team. That being said, individual staff members feel they have control over their work processes. That control indicates freedom of academic expression. The leadership team works hard to organize early release activities, workshops, and departmental professional development opportunities which are meaningful and relevant to professional growth.

### ***Performance Results:***

The Operational Performance Improvement Snapshot Survey indicates that a staggering percentage of our staff believes that their customers are satisfied with their work and that it is of a high quality. This disclosure says that the staff is happy with its role and believes the customers are too. Staff members believe that our high standards and ethics meet the requirements of the laws and regulations in this field; ninety four percent of them are satisfied with their role. The survey also says that the organization uses the time and talents of the staff in a very positive way at school and in service to the community. While our staff believes by an overwhelming majority that the organization removes obstacles that get in the way of progress, there is clearly room for improvement in this area. Along the same lines the vast majority of staff members believe that they are aware of how the organization is doing financially but more effort is needed to increase the percentage of those staff members who do not yet believe they know how well the organization is doing financially.

While the Operational Performance Improvement Snapshot Survey did not indicate any areas are weaknesses in our organization; it can be stated that work with staff is needed in the area of strategic planning. Seventy seven percent of the staff support the direction outlined in the strategic plan. It was noted that fifteen percent of the staff had no



opinion in this area. This is an indication of either lack of understanding or discomfort with the processes used to dispense this information. It is the desire of the leadership team to get the concerns of these remaining staff out in the open and to address their unresolved issues. All staff has to have confidence that their concerns and input are wanted. They must also feel assured that the strategic plan is only a plan when all have bought in and their opinions have been counted.

In the area of process management there were again no real weaknesses. The staff indicated it was very satisfied with relation to quality and processes of work. Although the results were excellent, the goal is to improve. Over the next year we will endeavor to reach for an even higher satisfaction level.

# ***Additional Requirements***

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

West Miami Middle School's excellence in school leadership, academic programs, and safe learning environments continuously attracts high quality teachers. Four student interns were hired due to their demonstrated professional skills. The school retains high quality, highly qualified teachers, by offering a collegial, collaborative work environment. Teachers are encouraged to take advantage of learning opportunities which will advance their careers.

## **• Highly Qualified, Certified Administrators:**

### PRINCIPAL

The school principal, Gilberto D. Bonce, has worked in the Miami-Dade County Public School system since 1988. He began as a substitute teacher working in various schools in 1988. In 1990 he became a science teacher at George Washington Carver Middle School. While at G.W. Carver Middle, Mr. Bonce served as an interdisciplinary team leader and was recognized as one of the school district's 10 top science teachers. In April of 1995, Mr. Bonce was assigned to Allapattah Middle School to serve as an assistant principal. In his six and a half years there, Mr. Bonce served in various roles overseeing student discipline, the maintenance of the plant, the Exceptional Student Education program, teacher recruitment and hiring, and curriculum. In his final three years at Allapattah Middle, while serving as the assistant principal for curriculum, Mr. Bonce worked closely with teachers in developing and implementing best practices, resulting in increased standardized test scores and improved faculty professionalism. In December of 2000, Mr. Bonce transferred to Ponce de Leon Middle Community School. While at Ponce de Leon, Mr. Bonce worked closely with teachers and administrators assisting in improving the delivery of instruction and the incorporation of technology in classrooms. Additionally, Mr. Bonce worked very closely with teachers on issues of student discipline, the maintenance of the school plant and the construction of a new building. In his time at Ponce de Leon, the school's FCAT scores increased yearly resulting in the school's grade moving from a "C" to a "B." In March of 2003, Mr. Bonce was promoted to principal of West Miami Middle Community School. As the principal at West Miami, Mr. Bonce incorporated the use of data-driven decisions to increase student literacy and performance on the FCAT. As a result, the school's scores went up 19 points over the prior school year's score and made greater gains than any other public middle school in the district.

Mr. Bonce has a Bachelor of Science Degree from Troy State University, a Masters Degree in Science from the University of Miami, and completed his Educational Leadership Certification from Florida International University.

### ASSISTANT PRINCIPAL

Rex C. Bolles graduated from the University of Miami, where he received his Bachelor of Science degree in Education. Mr. Bolles earned a Master of Science degree in Administration and Supervision from Florida International University.

Mr. Bolles has 32 years of experience as a teacher and administrator in the Miami-Dade County Public School System. He has been a high school football coach, and he uses the skills learned in coaching to build the morale of teachers and students at West Miami Middle. His primary duties at West Miami Middle Community School are in the areas of student discipline and the operation and maintenance of the school plant. His leadership and guidance provides the student body and staff with a positive, safe, clean and healthy learning environment. The school's success on the FCAT is attributed to his strength in discipline which provides the critically needed structure that enhances student achievement.

### ASSISTANT PRINCIPAL

Trellany Parrish has a Bachelor's Degree in Business Administration from Florida Memorial College, a Master of Science in

Management, with a specialization in Public Management, from St. Thomas University and a Specialist Degree in Educational Leadership from Nova Southeastern University.

Ms. Parrish has worked in the Miami Dade County Public School System for twelve years. In her time with the District she worked as a Minority/Women Business Certification Specialist for two and a half years. She became a teacher at G. Holmes Braddock Senior High School and taught Business Technology for five years. In 2001, Ms. Parrish was promoted to assistant principal and was assigned to West Miami Middle Community School. As an assistant principal, she has had a wide range of administrative duties that promoted student achievement and literacy. She has overseen student attendance resulting in a decrease in the number of truant students and increasing the school's daily attendance percentage. She is responsible for the implementation of the Exceptional Student Education (ESE) program, ensuring compliance of all laws and meeting the needs of these students. Additionally, Ms. Parrish is responsible for the implementation of the school's technology program and teacher training in the appropriate use of technology in the classroom. The attainment of grants is a critical component of the school's success, and Ms. Parrish has worked diligently in the acquisition of several grants for the implementation of an inclusion program for the ESE students and technology programs.

#### ASSISTANT PRINCIPAL of Curriculum

Josephine Cuevas-McNamara has a bachelor's degree in Political Science from the University of Florida, a Master of Education degree from George Mason University, and a degree in Educational Leadership from Nova Southeastern University. She has 17 years of experience in the field of education, as a teacher and administrator in the elementary and secondary level. As assistant principal at Beckford/Richmond and R.R. Moton Elementary Schools, she worked with academically at-risk students and emergent readers.

Ms. Cuevas-McNamara has a strong commitment to providing a quality education to all students. At West Miami Middle Community School she has expanded the tutorial program to include students of all curriculum groups. The school's reading program was restructured and students scoring at Level 1 and 2 were grouped accordingly.

Her responsibilities include student scheduling, teacher certification, implementation of the School's Improvement Plan, and professional development for teachers. In addition, Ms. Cuevas-McNamara and the administrative staff analyze student data to create and implement programs that will ensure the success of all students.

### **• Teacher Mentoring:**

West Miami Middle School provides teachers new to the profession with a structured support system that includes Professional Growth Teams. This process allows colleague teachers to mentor novice teachers. The school's faculty has seven trained PACES Colleague Teachers representing each core-curriculum area. Additionally, ten teachers are Clinical Education Qualified, having been trained in offering field experience/intern students with practical, hands-on experiences.

The Reading Coach will continue to provide support to the faculty with an emphasis on literacy and reading in all content areas. Core-curriculum department chairs will be provided with release time to work with teachers in need of assistance. The school will follow the district's professional standards' procedures for teachers in need of a Professional Development Plan.

### **• School Advisory Council:**

The purpose of West Miami Middle School Educational Excellence School Advisory Council (EESAC) is to work together with stakeholders to ensure improved student achievement by involving them in decision-making which affects classroom instruction and the delivery of programs. For example, funds are allocated to support educational enhancement programs such as the purchase of Student Agendas and Handwriting educational Kits for English for Speakers of Other Languages students. Also, EESAC

supports programs such as, academic incentives, end of the year awards, and an FCAT recognition program.

### **• Extended Learning Opportunities**

Student's scoring Achievement Level 1 and 2 on the FCAT reading and/or math tests will be provided with a before/after school tutorial program through the following: State Approved Supplemental Educational Services (SSES) and/or Student Achievement Basic Instruction (Program 8947). A summer math/reading course recovery program was offered to 6th and 7th grade students who were not eligible for the district's summer school program. Approximately 80% of the students successfully completed the course. Additionally, students will be provided with opportunities to participate in the following programs: Science Engineering Communication Mathematics Enhancement (SECME); Title 1 Chess Program; All-Start After School Program; Middle School Athletic Program; and Student Council.

### **• School Wide Improvement Model**

The Continuous Improvement Model (CIM) drives the instructional program at West Miami Middle School. Analysis sessions of student performance data are conducted by curriculum area. Disaggregated data is used to identify instructional needs of all student subgroups identified by the No Child Left Behind Act. Students needing additional help in the tested core subject areas were then targeted for remedial math, intensive reading, and/or extended day programs. Results of periodic assessments will determine whether the academic plan needs adjustments e.g. tutorials/enrichment.

## 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 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 in grades six through eight will master reading skills based on their grade level guidelines mandated by the Sunshine State Standards.

### ***Needs Assessment***

Scores in the 2005 FCAT Reading Test indicate that 52% of students in grades six through eight have scored below Achievement Level 3. Subtest area scores indicate that areas that need improvement are in cluster 2: Main Idea/Purpose and Cluster 3: Comparisons where scores are below the State mean scores.

Scores in the 2005 FCAT Reading Test indicate that 80% of students with Limited English Proficiency have scored below Achievement Level 3.

Scores in the 2005 FCAT Reading Test indicate that 91% of Students with disabilities have scored below Achievement Level 3.

### NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 50% of the students scoring at/or above level 3 on the 2006 administration of the FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, students identified under NCLB as Limited English Proficient will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilization of classroom libraries to support independent reading.	Language Arts, Reading, and ESOL Teachers	8/8/2005	5/26/2006
Utilization of differentiated instruction techniques in all intensive reading classes.	Reading Coach	10/3/2005	5/26/2006
Identify, enroll, assess, and monitor Students with Disabilities and Limited English Proficiency students not meeting AYP in a tutorial program.	Tutorial Program Director	10/3/2005	5/26/2006
Identify, enroll, assess, and monitor FCAT Level 1 & 2 students in intensive reading and reading plus classes.	Assistant Principal Reading Coach Counselors	7/1/2005	8/8/2005
Use of graphic organizers to facilitate the instruction of main idea and comparisons. (Free form mapping, concept maps)	Language Arts, Reading, and ESOL Teachers	8/8/2005	5/26/2006
Provide access to Student Performance Indicator Program enabling teachers to utilize the Academic Improvement Plan to individualize instruction to meet the needs of level 1 and 2 students through the implementation of the Continuous Improvement Model (CIM).	Reading Coach and Reading Teachers	10/3/2005	5/26/2006
Adhere to school-wide 30 minute daily reading using the Accelerated Reader Program (AR) to monitor progress.	Media Specialist Reading Coach Homeroom Teachers	8/8/2005	5/26/2006
Identify, enroll, assess, and monitor Students with Disabilities and Limited English Proficiency students not meeting AYP in an intensive reading class using the State Approved Supplemental	Assistant Principal, Counselors	8/8/2005	5/26/2006

Education Services Providers (SES).			
Implement the Comprehensive Research-Based Reading Program and the Middle School Rigorous Reading Requirement.	Assistant Principal	8/8/2005	5/26/2006

## **Research-Based Programs**

Prentice Hall Basal Text  
 Glencoe Basal Text  
 Read 180  
 Scholastic XL

## **Professional Development**

Read 180 training  
 Differentiated instruction Training  
 Attendance at Dade Reading Council Conference, Reading Teachers, 9/17/2005  
 CRISS trainings targeting Social Studies & Science teachers.  
 Round-table discussions within department on best teaching practices.

## **Evaluation**

Read 180 Scholastic Reading Inventory (SRI)  
 Oral Reading Fluency (ORF)  
 Diagnostic Assessment of Reading (DAR)  
 District Interim Assessment in Reading  
 2006 FCAT 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 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*

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

**GOAL 2 STATEMENT:**

Students in grades six through eight will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master Sunshine State Standards in the area of mathematics.

**Needs Assessment**

Scores on the 2005 FCAT Math Test indicate that 44% of students in grades six through eight have scored below FCAT Achievement Level 3. Additionally, 87% of students with disabilities and 68% of Limited English Proficient student subgroups identified by the No Child Left Behind Act have scored below FCAT Achievement Level 3.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 will improve their math skills as evidenced by 58% of students scoring at or above FCAT Achievement Level 3 on the 2005 FCAT Mathematics Test

Given instruction based on the Sunshine State Standards, Students with Disabilities 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 instruction based on the Sunshine State Standards, Limited English Proficient 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
Use of graphing calculators in advanced and gifted classes and mobile wireless computer labs utilized to enhance mathematics instruction.	Assistant Principal Department Chairperson	8/29/2005	5/26/2006
Provide access to Student Performance Indicator Program enabling teachers to utilize the Academic Improvement Plan to individualize instruction to meet the needs of level 1 and 2 students.	Assistant Principal Department Chairperson	8/8/2005	5/26/2006
Adhere to the District's Scope and Sequence which provides teachers with weekly lesson plans and activities correlated with Florida Sunshine State Standards and the Competency Based Curriculum.	Assistant Principal Department Chairperson	8/8/2005	5/26/2006
Identify, enroll, assess, and monitor FCAT Level 1 students in intensive math courses with focus on individual need via the Fast Track Program through PLATO software.	Assistant Principal	9/5/2005	5/26/2006
Identify, enroll, assess and monitor Students achieving at Math FCAT Level 1 in a tutorial program.	Tutorial Program Director	10/3/2005	5/26/2006
Identify, enroll, assess and monitor Students with Disabilities and Limited English Proficiency students not meeting AYP in an intensive mathematics class.	Assistant Principal, Counselors	8/8/2005	5/26/2006
Identify, enroll, assess and monitor students scoring above level 3 on the 2005 FCAT in advanced math classes.	Principal Assistant Principal	8/8/2005	5/26/2006
Identify, enroll, assess and monitor Students with	Tutorial Program Director	10/3/2005	5/26/2006

Disabilities and Limited English Proficiency students not meeting AYP standards in a tutorial program.	
--	--

## **Research-Based Programs**

Prentice-Hall Mathematics program

## **Professional Development**

The Prentice-Hall Staff Development Program

Departmental training on implementation of the district's Mathematics Scope and Sequence

In-service training on the Edu-Soft Program to facilitate data analysis.

## **Evaluation**

Interim Assessment in Mathematics

Publisher ancillary assessment materials

Results of the 2006 FCAT Mathematics Test.

## 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 type="checkbox"/>

**GOAL 3 STATEMENT:**

Students will master the competency of writing to explain and persuade.

**Needs Assessment**

The results of the FCAT 2005 Writing test indicate that 15% of students scored below the state standards in writing. Additionally, Limited English Proficient subgroup did not meet annual yearly progress, showing improved performance in writing by 1%.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction based on Sunshine State Standards students in 8th grade will improve their writing skills as evidenced by 85% of students achieving 4.0 or higher on the administration of the 2006 FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize district writing pre-test results to provide teachers with individual instruction for students.	Assistant Principal Department Chairperson	9/5/2005	5/26/2006
Use district provided anchor papers (with annotation) writing instruction with students in the classroom.	Language Arts Teachers	8/8/2005	5/26/2006
Provide access to Student Performance Indicator Program enabling teachers to utilize the Academic Improvement Plan to individualize instruction to meet the needs of level 1 and 2 students.	Classroom Teachers	8/8/2005	5/26/2006
Implement writing throughout the content areas.	Social Studies and Science Chairpersons	10/3/2005	5/26/2006
Identify, enroll, assess and monitor Limited English Proficiency students not meeting AYP in a tutorial program through the state approved Supplemental Educational Services (SES)	Tutorial Program Director	10/3/2005	5/26/2006
Identify, enroll, assess and monitor Limited English Proficiency students not meeting AYP in an intensive reading class.	Assistant Principal, Counselors	8/8/2005	5/26/2006
Provide differentiated instruction within the Language Arts classrooms.	Language Arts Department, Reading Coach	8/8/2005	5/26/2006

### Research-Based Programs

Six Traits of Writing Plus 1

Prentice Hall Text

Glencoe

## **Professional Development**

Language Arts Department Head will provide Grade-level networking on writing skills and goals per grade level in order to improve Level 1, 2 students' writing skills.

Language Arts Department Head will provide professional development for teachers in the Six Traits of Writing Plus 1 targeting the Limited English Proficiency teachers.

Language Arts Department Head and selected Language Arts teachers will provide in-class modeled writing workshops in order to focus on persuasive writing.

Round-table discussions on Best Practices in teaching Language Arts within department

Differentiated Instruction professional development will be provided by the Reading Coach and selected teachers in the department.

Creating Independent Through Student Owned Strategies (CRISS) training with focus on the use of graphic organizers in the writing process.

## **Evaluation**

District Writing Test

2006 FCAT Writing Plus scores

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

*Miami-Dade County Public Schools*

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

**GOAL 4 STATEMENT:**

Students in grades six through eight will master the Physical/Chemical, Earth/Space, Life/Environmental, and Scientific Thinking components based on their grade level-guidelines mandated by the Sunshine State Standards and Competency Based Curriculum.

**Needs Assessment**

Scores on the 2005 FCAT Science Test indicate that the 8th grade students' scores decreased by an average of 7% in all areas. Physical/Chemical 8%, Earth/Space 7%, Life/Environment 5%, and Scientific Thinking 8%.

## Measurable Objective

Given instruction using the Sunshine State Standards 8th grade students will improve their science skills as evidenced by 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
Increase students participation in Inquiry-based learning via cooperative lab work.	Principal Department Chairperson	8/22/2005	5/26/2006
Provide access to Student Performance Indicator Program enabling teachers to utilize the Academic Improvement Plan to individualize instruction to meet the needs of level 1 and 2 students.	Classroom Teachers	8/8/2005	5/26/2006
Adhere to the district's Scope & Sequence correlated with Sunshine State Standards and Competency Based Curriculum.	Assistant Principal	8/8/2005	5/26/2006
Use of technology to enhance Scientific Instruction/Research via computer labs and Venier Probes.	District Science Supervisor Assistant Principal Department Chairperson	9/5/2005	5/26/2006
Implement cooperative subject area planning by grade level.	Department Chairperson	8/8/2005	5/26/2006
Provide opportunities for Board Certified Science teachers to mentor and model teaching strategies.	Assistant Principal Department Chairperson	9/5/2005	3/31/2006

### Research-Based Programs

Glencoe Science Voyages: Textbooks and Resources

### Professional Development

Departmental training on implementation of the district's Science Scope and Sequence

Edu-soft In-service Training

SPI Training

Venier Probes Training

## Evaluation

Pre/Post Test Interim Assessment  
2006 FCAT Science Test



## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

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

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

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

**GOAL 5 STATEMENT:**

Community and school stakeholders will work together to provide for the successful education of each student.

**Needs Assessment**

Family Involvement in the education of children is essential to academic achievement. Traditionally, parents become less involved in the educational process as their children get older. Attendance Logs indicated that fewer parents of 8th grade students were in attendance at school functions than 6th grade students. Therefore, West Miami Middle School will work diligently to bridge the gap between school and home to provide academic success.

## Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the attendance logs for 2004/2005 to 2005/2006.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase communication between parent & teachers through parent-teacher conferences, telephone contacts, and home visits.	Team Leaders Counselors Community Involvement Specialist	8/8/2005	5/26/2006
Provide opportunities for parents to volunteer and participate in their child's classroom and activities.	Assistant Principal Community Involvement Specialist	8/8/2005	5/26/2006
Provide inservices through the Bilingual Parent Outreach Program Office for speakers of languages other than English.	Bilingual Parent Outreach Program ESOL Department Chairperson Community Involvement Specialist	8/8/2005	5/26/2006
Provide Title I orientation meeting for parents & students to be informed of Title I programs and their rights and responsibilities as it relates to their child's education.	Assistant Principal Community Involvement Specialist	9/5/2005	10/31/2005
Create a transition plan from elementary to middle grade/high school that includes pre-assessment work; orientation programs, support systems.	Assistant Principals Department Chairpersons Counselors Reading Coach Community Involvement Specialist	12/5/2005	6/30/2006

### Research-Based Programs

The Parent Academy

### Professional Development

Community Involvement Specialist Training  
Early Release Day Workshops on Community Interaction  
District Advisory Council Training  
Parental Advisory Council Training

## **Evaluation**

Title I Monthly School Reports

Title I attendance rosters at Parent Meetings and at the Parent Resource Center.

Volunteer 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.)

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 type="checkbox"/>

### *Miami-Dade County Public Schools*

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

### ***GOAL 6 STATEMENT:***

Promote and maintain a safe and secure learning environment.

### ***Needs Assessment***

A review of the Case Management System suspension report for 2004/2005 indicates that there were 780 total incidents of suspension. West Miami Middle School is committed to maintaining a safe and secure learning environment; therefore, we need to reduce the incidents leading to suspension.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5% decrease in the number of suspensions, indoor and outdoor, during 2005/2006 school year as compared to the 2004/2005 school year as documented by the 2005/2006 Referral Action/Suspension Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Installation of a surveillance security system to enhance the safety and security of the plant, students, and personnel.	Principal	9/26/2005	11/30/2005
Utilize the School-wide Progressive Discipline Plan to minimize school disruptions which interfere with teaching and learning activities.	Assistant Principal	8/8/2005	5/26/2006
Enforce the school-wide mandatory uniform policy to prevent unauthorized persons from entering the school grounds.	Principal Assistant Principals Faculty	8/8/2005	5/26/2006
Conduct individual and group counseling sessions to prevent and diffuse negative student behaviors.	Counselors Trust Counselor	8/8/2005	5/26/2006
Promote school-wide incentive program to encourage appropriate student behaviors.	Assistant Principal Team Leaders Counselors	8/8/2005	5/26/2006
Implement the Jessica Lundsford Act.	Principal Assistant Principal	8/8/2005	5/26/2006

## Research-Based Programs

## Professional Development

Discipline and Safety Committee will provide inservice training for the staff and students.

## Evaluation

2005/2006 Referral Action/Suspension report.

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 7 STATEMENT:***

Students and faculty will utilize technological advances that prepare them for the 21st century.

### ***Needs Assessment***

Twenty-five percent of the faculty utilized the Excelsior Gradebook program in 2004/2005. Thirty-five percent of the instructional staff utilized computer based programs on a consistent basis during the 2004/2005 school year. This information indicates a need for increased usage of technology at the school.

## Measurable Objective

Given an emphasis on the use of technology in education, a cohort of teachers will be trained to facilitate five inservice programs (Student Performance Indicator Program, Edu-Soft) for the faculty as documented by attendance/sign-in sheets.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Read 180 software program to promote student achievement in Reading.	Assistant Principal Reading Coach Computer Specialist	8/8/2005	5/26/2006
Infuse the course recovery software program Plato into the mathematics curriculum.	Assistant Principal Department Chairperson	8/8/2005	5/26/2006
Maximize the use of seven portable computer labs among all students and teachers.	Assistant Principal Department Chairpersons	8/8/2005	5/26/2006
Utilize school-wide e-mail to enhance communication between the stakeholders of the school.	Principal Assistant Principals EESAC Chairperson PTSA President	8/8/2005	5/26/2006
Create an additional computer lab that will be used to execute technology programs for students.	Principal Assistant Principals Department Chairpersons	8/8/2005	5/26/2006
Utilize Excelsior Gradebook Program which allow teachers to record attendance and grades, create reports, and gives parental access to pertinent student information.	Principal Assistant Principal	8/8/2005	5/26/2006
Implement a student research training program using research data-bases.	Media Specialist	8/8/2005	5/26/2006

### Research-Based Programs

## **Professional Development**

Excelsior Gradebook Training

PLATO Course Recovery Training

SPI Training

Edu-Soft Training

## **Evaluation**

Usage of Excelsior Gradebook

Student enrollment in PLATO Course Recovery program

Student enrollment in Read 180



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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 8 STATEMENT:***

Encourage participation in fitness activities that promotes a healthy lifestyle for overall wellness and increase student awareness of health and fitness initiatives.

### ***Needs Assessment***

The results of the 2004/2005 FITNESSGRAM Test indicated that 70 percent of physical education students scored at the Gold/Silver category.

## Measurable Objective

Given instruction based on the M-DPCS mandated standards, physical education students in grades 6-8 will improve their fitness skills as evidenced by 77% of the students meeting high standards on the 2005/2006 the administration of the FITNESSGRAM test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Maintain and promote a drug, alcohol, and tobacco free school through our drug prevention program.	Principal Trust Counselor	8/8/2005	5/26/2006
Promote extra-curricular athletic activities in order to increase cooperative learning and teamwork.	Assistant Principal Athletic Director	8/8/2005	5/26/2006
Schedule regular visits of the Miami Children's Hospital Health and Immunization Mobile Unit to administer health services to our students.	Trust Counselor	8/8/2005	5/26/2006
Provide a personal fitness guide to our students which will enhance their knowledge of health and fitness issues.	P.E. Teacher	8/8/2005	5/26/2006
Administer FITNESSGRAM assessment tests to our students which will measure their fitness level based on the national scale.	P.E. Teacher	10/3/2005	5/26/2006
Enhance the human growth and development program by distributing health educational materials to our students.	Science Department Chairperson	10/3/2005	5/26/2006

## Research-Based Programs

FITNESSGRAM

## Professional Development

FITNESSGRAM Test Training Inservice

## Evaluation

2006 FITNESSGRAM Test results

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

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

**GOAL 9 STATEMENT:**

Establish a comprehensive real world learning environment.

**Needs Assessment**

The number of students enrolled in an elective class has declined by 12 percent from the 2003 to 2005 school years. The decline may be attributed to the placement of students in remedial reading and mathematics classes. We recognize the need to provide alternative provide alternative times and opportunities for elective activities.

## Measurable Objective

Given a decline in the number of students eligible to participate in the electives program, we will increase the number of extracurricular programs available to the entire student body by five percent as evidenced by the comparing the 2004/2005 and 2005/2006 afterschool activities.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with the opportunity to engage in a variety of after school athletics.	Assistant Principal Athletic Director	8/8/2005	5/26/2006
Provide students with the opportunity to participate in a school wide talent show.	Performing Arts Teachers	8/8/2005	5/26/2006
Provide extra-curricular activities to include academic and athletic activities.	Community School Assistant Principal	8/8/2005	5/26/2006
Partner with the Tri-M Music Honor Society for musical presentaions.	Music Teacher	8/8/2005	5/26/2006
Facilitate student's participation as exhibitors in the Miami-Dade County Youth Fair.	Department Chairpersons	8/8/2005	3/31/2006

## Research-Based Programs

## Professional Development

Youth Fair Exhibitor's Workshops  
Middle School Athletics Workshop  
Music Conferences

## Evaluation

Number of After School Program activities  
Number of Athletic Program activities  
Number of extracurricular activities

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

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

***GOAL 10 STATEMENT:***

West 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 indicate that in 2003, West Miami Middle School ranked at the 88% percentile on the State of Florida ROI index.

## Measurable Objective

West Miami Middle School will improve its ranking on the State of Florida ROI index publication from the 88th 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.	Principal	8/8/2005	5/26/2006
Collaborate with the district on resource allocation.	EESAC Chairperson	10/3/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	10/3/2005	5/26/2006
Consider shared use of facilities, partnering with community agencies.	Principal	10/3/2005	5/26/2006

### Research-Based Programs

### Professional Development

Management Academy classes on school budget.

### Evaluation

On the next State of Florida ROI index publication, West Miami Middle 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 Committee recommends that funds be allocated for incentive programs, awards, rewards and educational enhancements for our students.

### ***Training:***

The EESAC Committee recommends that staff attend professional development activities created by the District and other institutions to maintain highly qualified staff at West Miami Middle School.

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

The EESAC Committee recommends the full implementation of the newly State-adopted Social Studies Basil educational program.

### ***Technology:***

The EESAC Committee recommends the increase in usage of the technology already established at West Miami Middle School site by the utilization of the seven wireless mobile computer labs.

### ***Staffing:***

The EESAC Committee recommends the continual hiring of highly qualified teachers and continues to encourage staff to seek higher degrees, training and National Board Certification.

### ***Student Support Services:***

The EESAC Committee recommends the continued implementation of the D-Fy-It program, Great Program and the seasonal theme based activities i.e. (Red Ribbon Week, etc.)

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

The EESAC Committee recommends full compliance with Title I allocation of funds used to lower student teacher ratio.

***Benchmarking:***

The EESAC Committee recommends compliance with the Miami-Dade County Public Schools Testing Calendar in order ensure accurate evaluation of student progress in a timely manner.

***School Safety & Discipline:***

The EESAC Committee recommends promoting and maintaining a safe and secure learning environment by the continuing the uniform policy and enforcement of the progressive discipline plan.



This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

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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*