
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6011 - Allapattah Middle School

FeederPattern: Miami Jackson Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Brian Hamilton

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Allapattah Middle School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Allapattah Middle School will institute an instructional program with a strong focus on literacy from sixth to eighth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessments which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Hispanic students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Free and Reduced lunch students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Limited English Proficiency (LEP) students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Level one students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, the lower 25 percent of students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Black students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Free and Reduced lunch students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Level one students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Black students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards to achieve adequate yearly progress through the No Child Left Behind (NCLB) provision, students in grade eight will increase their writing skills as evidenced by a one percentage point increase in the percentage of students scoring a 3.5 or higher on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade eight will increase their science skills as evidenced by thirty-one percent reaching the state required mastery level as documented by scores on the 2007 FCAT Science Test.

Recognizing the importance of home and community to support the efforts of improving the academic achievement of students, Allapattah Middle will demonstrate a five percent increase in parental and community involvement in our efforts to show improvement in student achievement as evidenced by comparing the 2005-2006 and 2006-2007 Title 1 Parental Involvement attendance rosters.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of suspensions and teacher initiated referrals during the 2006-2007 school year as compared to the 2005-2006 school year.

Given an emphasis on the use of technology in education, and the lack of data to support its usage, all students will augment their usage of FCAT Explorer Program as evidenced by a 20 percent increase during the 2006-2007 school years compared to the 2005-2006 school year.

Given an emphasis on the importance of the NCLB population wellness/fitness in the learning environment, students in grades six through eight will improve their participation by 50 percent in the daily breakfast program in the 2006-2007 school year as compared to 12 percent participation in the 2005-2006 school year.

Given emphasis on the benefits of participating in Fine Arts programs, the number of students enrolled in the Magnet Arts program will increase by 5 percent during the 2006-2007 school year as compared to a

two percent decrease during the 2005-2006 school year.

Allapattah Middle will improve its ranking on the State of Florida ROI index publication from the eighth percentile in 2004 to 25th percentile on the next publication of the index.

Data collected from Allapattah Middle School indicates that as students transition from one level to another academic achievement scores decrease. As a response to this data Allapattah Middle School began a Transition Academy that engaged sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. The sixth grade course, Middle Moves, reflects the content of these activities. Furthermore, the Transition Academy fostered a smooth transition for students as they entered middle school, a time when students often experience emotions such as, anxiety or fear associated with leaving behind safe familiar school environments and anticipating the beginning of middle school.

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.

Allapattah Middle School

VISION

Our Staff will ensure all students achieve everyday.

It is the belief of all at Allapattah Middle that our students will meet and eventually exceed the NCLB requirements. We are certain they will become productive members of society prepared to give back to their respective communities and continue the tradition of excellence they helped establish.

MISSION

To exceed State and National Standards in student achievement and literacy for all students.

The staff and community of Allapattah Middle School seek to provide our students with student-centered instruction that focuses on literacy and structured thinking skills while exposing them to technologically enriched learning experiences. Academic objectives focus on aligning classroom instruction and student achievement with state and district benchmarks, specifically in the areas of reading, writing, mathematics, science, and advanced academics. Our goals are to provide a supportive, structured learning environment that prepares students for higher education and/or the workplace; to expand the academic, social, and emotional development of each individual; and to actively engage the community, parents, child, and school in the educational process.

CORE VALUES

Family

Allapattah Middle School has created a sense of family that actively engages the community, parents, child, and school in the educational process.

Excellence

Provide a highly structured, supportive, and technologically enriched learning environment that is student-centered and expands the academic, social, and emotional development of each individual.

Integrity

We believe each student is an individual that deserves to be treated with respect and compassion which provides the foundation to become productive citizens in society.

School Demographics

Allapattah Middle School, a sixth through eighth grade school of approximately 800 students, is located in the city's largest African American community that borders a large Haitian community to the east and an even larger Hispanic community to the south. The ethnic distribution of the student population is 60 percent African American (including Haitian) and 40 percent Hispanic. Of the total student population, approximately 100 students are in the English for Speakers of Other Languages (ESOL) program, seven of whom are in New Beginnings; and approximately 110 students are staffed into Exceptional Student Education (ESE) program. There is a 43 percent student mobility rate and at least 92 percent of the students are on free or reduced lunch and 80 percent meet the Student-at-Risk profile; of these, at least one third are enrolled in remediation classes for the lower 25 percent of students scoring at level one on the 2005-2006 FCAT. Presently the total staff amount is 130. Sixty-five are our teachers. 28 percent have a Master's Degree and 7 percent have received Specialist Degrees. The average years of teaching in Florida is eight. 20 percent of the teachers are new to this school this year and 15.4 percent are beginning teachers. The average attendance rate for the school year is 93.7 percent.

School Foundation

Leadership:

The average score of the Performance Survey for this category was 4.1. The leadership team at Allapattah Middle has and is providing a strong and clear sense of the school's vision. With the average score on items of leadership being four point one, the leadership team will seek to elevate its average score by continuing to communicate with the staff and provide an open door policy to discuss concerns and issues as they develop. In addition, the encouragement for staff to develop skills for personal growth as well as to increase academic achievement of students by the leadership team will continue. The fostering of a positive environment at Allapattah Middle is one of the leadership's primary goals. This is evidenced by the increase in the average score for this category.

District Strategic Planning Alignment:

The average score of the Performance Survey for this category was 3.8. The decision making cadre at Allapattah Middle consists of the Assistant Principal of Curriculum, the department chairpersons for each subject and department, as well as the Curriculum support personnel (reading and math coaches). Together, this cadre analyzes the initiatives and directives set forth by the Zone and instructs other staff members how to best accomplish those directives.

Stakeholder Engagement:

The average score of the Performance Survey for this category was 4.2. This category was one of the highest ranked. The Allapattah Middle staff has a clear focus of maintaining customer satisfaction. We understand our most valued asset is the students we serve. We are committed to developing our students into productive citizens in their community. This can only be accomplished through setting and maintaining high standards and expectations for our students.

Faculty & Staff:

The average score of the performance survey for this category was 4.2. At Allapattah Middle the team approach is evident through the leadership cadre established and the departmental collaborative planning sessions that occur. The data from the Performance survey indicates the majority of the staff strongly agrees with the team approach existing at their school with an average of four point zero.

Data/Information/Knowledge Management:

The average score of the performance survey for this category was 3.9. The staff at Allapattah Middle performance is monitored by the administrative staff through PACES and individual teachers' student data performance results from the 2005-2006 FCAT. The participation of those outside of the staff is monitored by attendance rosters maintained for school functions.

Education Design:

The average score of the performance survey for this category was 3.9. The use of collaborative planning by the administrative team and the instructional staff are key components to Allapattah Middle's success. The average score

for this area is three point nine. Including parents and the EESAC when important decisions need to made are also key to function of Allapattah Middle.

Performance Results:

The average score of the performance survey for this category was 3.8. This coincides with the two lowest areas which are, Strategic Planning and Human Resource Focus. The development and implementation of Allapattah Middle's Six Step discipline plan was created through collaborative planning by staff and the administration to strengthen the area of Strategic Planning. The developed plan decreased the suspension rate of students for the 2005-2006 school year by more than one hundred percent. The inclusion of parents to strengthen the area of Strategic Planning in the decision making process for after school tutorial programs has proven to be successful as measured by the results of the 2005-2006 FCAT results. In addition, during the 2006-2007 school year one of the administrative team's focus will be to increase the results of the Human Resource Focus area through quarterly communications to enhance employee input.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Attended the District's and Zone's Recruitment Fairs.

Met with Teach For America and Teaching Fellows Foundation representatives to request highly-qualified teachers.

To retain the teachers, administration provided support to the teachers, encouraged attendance and involvement with professional development activities, i.e., zone and online professional and universities courses for development opportunities

• Highly Qualified, Certified Administrators:

Our administrative team provides various talents and a total of 7 decades of experience in the educational field ranging from certification in exceptional education to criminal justice. Combining these abilities to serve the Allapattah Middle School family ensures student academic achievement.

1. Brian Hamilton - Principal

Mr. Hamilton is currently entering his 21st year in the Miami-Dade County Public School System. His entire career has been devoted to serving middle school students. He was a physical education instructor for ten years, an assistant principal for seven years and is entering his fourth year as a principal. He has a Bachelor of Science and Master's degree in Physical Education and he is certified in Educational Leadership. Mr. Hamilton's strengths as a leader are many. He excels in the area of community and parental relations. His greatest strength is his ability to recognize the strengths in his staff and utilize them in areas that provide the most support for students to achieve academically. He has contributed to the success of students' academic achievement by becoming CRISS trained so that he is able to recognize those strategies when they are implemented. He has also participated in team teaching throughout the year.

2. Dr. Sharon R. Lewis - Assistant Principal for Curriculum and Principal's Designee

Dr. Lewis has a Bachelor of Science degree in education, Master of Science degree in Counseling and Psychology, an Educational Specialist degree in Administration and Supervision and has a Doctorate degree in Educational Leadership. Dr. Lewis has completed the Executive Training Program for Principals (ETP) and has served as an ETP Principal during the 2003 and 2004 summer school programs. She has a total of 29 years experience in the educational field. She is a former guidance counselor, ESE and reading teacher. As a former counselor her experience enables her to monitor the day to day process of the master schedule and placement of students in the appropriate classes. She has extensive experience in working with low performing students and has used this knowledge to improve student achievement. She is responsible for the development of Allapattah Middle School's curriculum framework, the staff's professional development and oversees the disaggregating of data and ensures the instructional process is developed and driven by data collected to meet the improvement of student achievement. She is also responsible for overseeing the selection of highly qualified instructors for student achievement and enrichment. Dr. Lewis implementation of the Data Analysis form to monitor student progress to ensure data-driven instruction was crucial in the reading gains on the 2006 FCAT.

3. Jeanette Sierra - Assistant Principal

Ms. Sierra has a double Bachelor of Science degree in Criminal Justice, a Master of Science degree in Education and certified in Educational Leadership. She has 12 years of educational experience. Her experience as a team leader, department chairperson, student activities director and administrative assistant has given her a wide-range of responsibilities dealing with curriculum, disaggregating student data, discipline, attendance, articulation, grants, student activities and truancy as well as providing the individual and academic attention that low performing middle school students require. This is Ms. Sierra's third year as an

Assistant Principal. Prior to becoming an Assistant Principal, Ms. Sierra was an administrative Assistant at Jose de Diego Middle School where she was responsible for instituting the Saturday School Academy. Her involvement and organization of attendance procedures led to student improvement on the 2006 FCAT Test in Mathematics and Reading. In addition, her attendance incentive drive moved Allapattah Middle ten places up in the attendance ranking for middle schools. This year at Allapattah Middle her responsibilities include overseeing attendance, building maintenance and the Exceptional Student Education (ESE) department. Her aim for 100 percent attendance daily will ensure academic achievement. Also, her focus on inclusion for ESE students will also ensure increased gains on the 2007 FCAT test.

• Teacher Mentoring:

A professional growth group for new and beginning teachers has been implemented at Allapattah Middle School to retain quality teachers for longer than the district's mandate of three years. The Professional Growth team consisting of Department Chairpersons, the Reading Coaches, and other selected staff are paired as mentors with beginning and new teachers to provide support. On-site technicians provide computer training staff development for all teachers on the network software programs. The Reading Coaches provides professional development workshops on research-based instructional strategies which will be held once a week during professional planning time and early release days for teachers to help students develop skills that will improve student achievement. This concept will enable teachers to collaborate with their peers. The beginning teachers will meet bi-weekly with their departments. The mentors will conduct the coaching sessions with their paired teachers twice a month. The coaching process will consist of a scheduled pre-meeting with the teacher, and observation, debriefing and a follow-up session. In addition, the beginning teachers will meet with the Lead Magnet Art teacher monthly to receive and discuss ideas for keeping the classroom a print-rich environment and ideas to implement artistic strategies to assist all learning styles.

• School Advisory Council:

Allapattah Middle School advocates a shared decision making cadre that includes representatives from all the stakeholders in its primary decisions. The Educational Excellence School Advisory Council (EESAC). EESAC served as the guide that recommended the appropriate instructional materials to support the curriculum mapping for all core subjects. EESAC reviewed the Media Center's book list and recommended the update of materials and allocated budget funds to add an increase of 10,000 new book titles. In addition, EESAC provided assistance for attendance incentives which increased the school's attendance from an average of 89 percent to 93 percent. This increase allowed Allapattah Middle to move from a ranking of 52 out of 53 middle schools to 43 during the 2005-2006 school year.

• Extended Learning Opportunities

Approximately 85 percent of the student population identified by FCAT scores of levels one and two will participate in Saturday Academy, where tutorial services will be provided to enhance reading, mathematics, science, and writing skills. All students will be provided the opportunity to utilize technology and experience project-based learning through such programs as FCAT Explorer, PLATO Learning Software, Academy of Reading, FCAT Simulation, Algebraic Thinking, and RiverDeep. For students with the lowest deficiency in reading, mathematics, science, and writing, the small group and pull-out programs will be utilized for school tutorial services. During the Academic Improvement block (8th Period) level one and two students are engaged in classes geared towards enhancing mathematical strategies. In addition, a State-Approved Supplemental Educational Services (SES)

Provider will provide tutorial services after school for students.

• School Wide Improvement Model

Allapattah Middle School will implement a structured curriculum as outlined in the organizational structure of the School Improvement Zone that includes the Continuous Improvement Model (CIM). This model will focus on a comprehensive reading program, supplemental materials and intervention in literacy in grades six through eight. Students will be administered pre and post tests, monthly, weekly tests in reading, mathematics, writing, science and other subjects. The school's Curriculum Map along with data used from Snapshot will be used to drive the instructional process. Emphasis will be placed on areas that demonstrate the greatest need for the students. Using the data, if 80 percent or more of the students complete with at least 75 percent accuracy, the class will move. Non-mastery students will be identified by teachers and provided with remediation in the form of a pull-out tutoring process. Their names will be submitted to administration in order to assign these students to mandatory tutorials through after school tutoring.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Increase reading performance of all students

Needs Assessment

Results of the 2006 FCAT Reading test indicate that substantial progress was made in the number of students meeting standards in Reading; however a vast majority of the students are deficient in reading. As per the No Child Left Behind (NCLB) adequate yearly progress report, students in all sub-groups did not attain the desired 31 percent of level 3 or above on the 2006 FCAT Reading test. After disaggregating of 2006 FCAT data, the results indicate only 27 percent met high standards in reading and there is no valid comparison that can be made among sub-group performances in the content clusters. All subgroups average of points gained in the content clusters was equally below standards. However, the two lowest performance areas that show a need for improvement are Words/Phrases and Reference/Research. This year a concerted instructional effort should result in an increase in student achievement in these areas.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

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Given instruction using the Sunshine State Standards, Black students will increase their reading comprehension as evidenced by 51 percent of the students reaching the state required mastery level as documented by scores on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a Transition Academy for incoming fifth and sixth graders for the purpose of engaging them in developmentally appropriate activities based on acquiring knowledge, skills and abilities to promote effective lifelong career development.	Counselors /sixth grade teachers/administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
Use READ180 as intervention for students reading four levels below grade and READ XL for students one grade level below.	All teachers of level one and two students/administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
Utilize CRISS to provide additional support for teachers and students	Administrators, teachers and Curriculum support specialist	08/29/06	05/24/07	District Strategic Plan	\$0.00
Administer weekly and monthly assessments aligned to the Sunshine State Standards tested benchmarks. The data gathered from the	All teachers of grade levels six through eight/administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00

assessments will be disaggregated and used to direct classroom instruction and planning during the grade level planning sessions					
Employ coaching model to assist in the development of beginning teachers in the areas of planning, strategies and classroom management that will include feedback to support the literacy program.	Reading Coaches/administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
Implement Rigorous Reading Requirement.	All teachers of grade levels six through eight/administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
Utilize the Extended Day and Extended School Year to assist in intervention and remediation necessary for all students performing below grade level.	All teachers of grade levels six through eight/administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00

Research-Based Programs

McDougal-Littell Language of Literature, Scholastic READ180 (software), Scholastic READ XL Assessments: MAZE, CELLA and District Interim Assessments, Interventions: Academy of Reading (software) and Reading Plus,
 ESOL: Visions-Thompson/Heinle, Read XL and Academy of Reading

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teacher and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the middle school level as follows: McDougal-Littell Language of Literature, READ180, Read XL, Academy of Reading, Reading Plus and Gates MacGinitie. Provide professional development that will enable school-site administrators to support the school-wide literacy plan. Provide professional development on the Continuous Improvement Model (CIM). Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2007. The School Improvement Zone Curriculum Support Specialist and school-site reading coaches will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time. Provide professional development to instructional staff on reading's Big Five.

Evaluation

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative District Reading Standards Interim Assessments for all students. For students reading below the fourth grade level (0.0-3-9), the Gates MacGinitie and MAZE assessment will be used for screening, and State Reading Fluency Probes, READ180 assessments, and writing assessments will be used to monitor progress. The data from the 2006-2007 FCAT Reading Test will provide the final assessment.

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

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

GOAL 2 STATEMENT:

Increase mathematics performance of all students

Needs Assessment

Results of the 2006 FCAT test indicate that in grades six through eight only 20 percent of the students met high standards. In addition, the data reveals overall 56 percent of the students have demonstrated acceptable learning gains. Specific needs revealed in Mathematics are intense remediation for all sub groups in all of the tested benchmarks. More specifically, number sense and measurement. This was the lowest scored benchmark with 18 percent mastery. The assessment also uncovered needs which include, but are not limited to, the need to train the 20 percent of staff members that are new to the school, beginning teachers and a refresher training for veteran staff members in strategies to deliver instruction to enhance the deficient areas for student achievement in the following: implementing instruction utilizing the District's pacing guide, and the use of manipulatives which will encourage teachers to utilize the two-hour block to maximize learning and increase student reading achievement.

NCLB SUBGROUP TARGET

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Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement weekly and monthly assessments that are aligned to the Sunshine Standards tested benchmarks. Data disaggregated from Snap Shot will be used to redirect classroom instruction, and for placement of students in flexible tutorial groups. All mathematics teachers will continue to focus on identified content strands in accordance with the developed Instructional Focus Calendar timeline for mathematics.	All teachers of grade levels six through eight/ administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
Utilize the Extended Day and Extended School Year to assist in intervention and remediation necessary for all students performing below grade level.	All teachers of grade levels six through eight/ administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
School site mathematics resource personnel and Curriculum Support Specialist from the school Improvement Zone will employ the	All teachers of grade levels six through eight Administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00

coaching model (planning with teachers, demonstrating strategies, practice and feedback) during collaborative planning sessions to support the core mathematics program.					
Utilize the Academic Improvement period to implement and enhance math strategies to level one and two students	All teachers of grade levels six through eight/ administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00

Research-Based Programs

Core Program: Glencoe Mathematics Textbook series

Interventions: RiverDeep, Plato Math Expedition, Classroom, Inc, FCAT Explorer, CIM, Algebraic Thinking

Professional Development

Keeping in alignment with the School Improvement Zone organizational structure, required professional development for teachers and appropriate staff will be provided to promote and enhance student achievement during the extended professional development day. Areas of concentration in the trainings will include the core mathematics program, interventions programs (CRISS, Reciprocal Teaching, Algebraic Thinking, RiverDeep, Plato Math Expedition), Continuous Improvement Model (CIM), along with any related district provided trainings as they become available. During grade level planning time, Curriculum Support Specialists and school-site mathematics leaders will provide on-going professional development to teachers in grades six through eight in the implementation process of best practices in differentiated instruction. In addition, professional development on the Transition Academy to fifth and sixth grade teachers in April 2006 and the sharing of Best practices.

Evaluation

Formative weekly and monthly assessments will be administered by the teachers and the disaggregating of the data from EduSoft from those assessments will be used to redirect classroom instruction and create flexible tutorials. The data from the 2006-2007 FCAT Mathematics Test will provide summative data to assist with correct placement of students for the next fiscal school year.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

To increase writing performance of all NCLB population

Needs Assessment

After assessing the data results of the 2005-2006 FCAT Writing Plus Test, it is indicated that 71 percent of the eighth grade students tested scored at 3.5 or higher. Additional analysis of the data indicate students are now more proficient in Persuasive Writing as evidenced by 73 percent student mastery on the 2006 FCAT Writing Test as compared to 68 percent mastery on Expository Writing. The assessment also uncovered needs which include, but are not limited to, the need to train the 20 percent of staff members that are new to the school, beginning teachers and a refresher training for veteran staff members in strategies to deliver instruction to enhance the deficient areas for student achievement in the following: Focus, Organization, Supporting Details and Conventions for writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards to achieve adequate yearly progress through the No Child Left Behind (NCLB) provision, students in grade eight will increase their writing skills as evidenced by a one percentage point increase in the percentage of students scoring a 3.5 or higher on the 2007 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer and analyze data received from Learning Express Prompts to redirect instruction and create differentiated instructional groups.	All teachers of grade levels six through eight / administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
Incorporate CRISS and writing throughout all content areas including strategies specific to each subgroup.	All teachers of grade levels six through eight / administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
Utilize the Extended Day and Extended School Year to assist in intervention and remediation necessary for all students performing below grade level.	All teachers of grade levels six through eight / administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
Provide coaching and mentoring in small group pull-outs in conjunction with the implementation of the monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains. In addition, utilize the Writing Image software provided by the District to develop and enhance students' writing.	All teachers of grade levels six through eight / administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts. Use disaggregated data to redirect instruction and create differentiated instructional groups.	All teachers of grade levels six through eight / administrators	08/29/06	05/24/07	District Strategic Plan	\$30000.00

Research-Based Programs

Learning Express Zone Writing (software)

Professional Development

The School Improvement Zone will provide staff development to all writing teachers on FCAT strategies, reader bias, and understanding the U-6 scoring rubric. School-site writing resource personnel will train all teachers and appropriate staff members in holistic scoring and strategies to improve students' writing skills. Teachers and appropriate staff will be trained in the use of Learning Express Writing Zone prompts. This on-going professional development will take place during common planning time and early release professional development days. All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel. Teachers will also benefit from the sharing of Best practices, CRISS, Reciprocal Teaching and Learning Express

Evaluation

Provide monthly assessments using District prompts to monitor students' progress in addition to Learning Express Prompts. The disaggregating of the data from the above assessments will provide redirection of instruction and differentiated instructional groups. The results of the 2007 FCAT Writing Plus test once disaggregated will allow proper placement of students for tutorial and instructional groups.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase science performance of all students

Needs Assessment

Results of the 2006 FCAT test indicate that six percent of the students met high standards. The data further indicated ninety-four percent of the students did not meet high standards. There is a need for a concerted effort to be made towards instructional materials and delivery to elevate the performance of the lowest content cluster area which was Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will increase their science skills as evidenced by thirty-one percent reaching the state required mastery level as documented by scores on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage students in scientific investigation through Science Projects and exhibits	All teachers of grade levels six through eight / administrators	09/12/06	05/24/07	District Strategic Plan	\$0.00
Increase the number of participants for Dade County Youth Fair Science Projects.	All teachers of grade levels six through eight / administrators	09/12/06	05/24/07	District Strategic Plan	\$0.00
Use CRISS and Reciprocal Reading strategies to assist students who may lack the desired reading skills to discern scientific methodology.	All teachers of grade levels six through eight / administrators	09/12/06	05/24/07	District Strategic Plan	\$0.00
Increase the number of labs and/or hands-on activities that students are engaged in at grade level.	All teachers of grade levels six through eight / administrators	09/12/06	05/24/07	District Strategic Plan	\$5000.00
Provide students performing below grade level with intervention and remediation strategies.	All teachers of grade levels six through eight / administrators	09/12/06	05/24/07	District Strategic Plan	\$30000.00
Conduct staff development workshops to promote the teaching of the science process skills	All teachers of grade levels six through eight / administrators	09/12/06	05/24/07	District Strategic Plan	\$0.00
Disaggregate and analyze the 2006 FCAT Science Test data to identify strengths and weaknesses of students in grade eight.	All teachers of grade levels six through eight / administrators	08/15/06	05/24/07	District Strategic Plan	\$0.00

Research-Based Programs

Students will be given remediation and intervention using technology as well as direct instruction through the Glencoe Science Voyages textbook. Students scoring at or above grade level will be given enhancements using the RiverDeep program.

Professional Development

Keeping in alignment with the School Improvement Zone organizational structure, required professional development for teachers and paraprofessional will be provided to promote and enhance student achievement. Areas of concentration will be CRISS, Reciprocal Teaching, Continuous Improvement Model, along with any related district provided trainings as they become available.

Evaluation

This objective will be evaluated by scores on the 2007 FCAT Science Test. In addition, School Improvement Zone Pre/Post Test and quarterly assessments will be used to monitor progress and direct student instruction.

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 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 type="checkbox"/>

GOAL 5 STATEMENT:

To increase Parental and Community involvement

Needs Assessment

The data reflected on the 2006-2007 parental attendance roster for Title I Parental Involvement indicated that there is a need to increase parent involvement by five percent. The level of involvement of parents will need to be highly focused and well planned to maximize the efforts to generate increased student academic achievement, participation and support. There is also a need to develop a Parent Resource Center that is conducive for small parental group training that includes at least five Brainchild Computers. Further analysis of the data indicate the lack of participation is due to several factors such as, single parent homes, non-paternal guardianship and low economic means which causes parents or guardians the need to work more than a forty hour work week.

Measurable Objective

Recognizing the importance of home and community to support the efforts of improving the academic achievement of students, Allapattah Middle will demonstrate a five percent increase in parental and community involvement in our efforts to show improvement in student achievement as evidenced by comparing the 2005-2006 and 2006-2007 Title 1 Parental Involvement attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct parent technology workshop to promote computer literacy and the need to bridge the digital divide.	Administrators / Community Involvement Specialist / Technology Coordinator	08/29/06	05/24/07	District Strategic Plan	\$0.00
Plan and implement workshops to empower parents with the skills needed to assist students with home learning activities.	Administrators / Community Involvement Specialist / School Social Worker	09/12/06	05/24/07	District Strategic Plan	\$0.00
Provide informational workshops through Title I that focus on parenting skills, healthcare, educational growth and the use of technology.	Administrators / Community Involvement Specialist / School Social Worker	09/12/06	05/24/07	District Strategic Plan	\$0.00
Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	Administrators / Community Involvement Specialist / School Social Worker	08/29/06	05/24/07	District Strategic Plan	\$0.00
Encourage full participation in the Zone's Parent Academy.	Administrators / Community Involvement Specialist / School Social Worker	09/12/06	05/24/07	District Strategic Plan	\$0.00
Conduct PMP conferences and invite parents in to receive student quarterly report cards to ensure parental awareness of student academic performance and the instructional plan.	Administrators / Community Involvement Specialist / Student Services support personnel	10/19/06	05/24/07	District Strategic Plan	\$0.00

Research-Based Programs

Florida Association of Partners National Standards for Parent/Family Involvement Programs
Passport to Success

Professional Development

Professional development for monthly Title I Community Involvement Workshops/Monthly EESAC meetings/Parent Academy

Evaluation

Monitor the participation of parents by maintaining the use of attendance rosters from Parent Resource Center, and school wide events, including but not limited to Open House, Family Night, AIP conferences, team-parent conferences and Parent Academy participation.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

Improve the environment of Allapattah Middle in the areas of safety and discipline

Needs Assessment

Data analyzed from the Student Case Management System executive summary indicates there is a need to reduce disciplinary referrals from 321 to 200 and the suspension rate of students to 15 percent in 2007 as compared to 33 percent in 2006 . The data further indicates there is a need to educate and strengthen the development of students in the areas of problem solving and conflict resolution strategies due to 35 percent of the referrals in 2006 were due to fighting. In addition, there is a need for counseling and classroom management strategies to be implemented by the faculty and staff to reduce the amount of teacher referrals.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of suspensions and teacher initiated referrals during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide training for teachers in developing effective classroom management strategies.	Zone's Professional Development program Teachers/Administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
Utilize Switch Board of Miami counselors to work with students in the areas of conflict resolution and peer mediation.	Teachers/Administrators / Student Service counselors	09/12/06	05/24/07	District Strategic Plan	\$0.00
Create teen justice council to determine disciplinary actions for minor infractions.	Teachers/Administrators / Student Service counselors / student council members	10/25/06	05/24/07	District Strategic Plan	\$0.00
Monitor the implementation of the Six Step disciplinary plan to ensure plan is being followed before referrals are written.	Teachers/Administrators / Student Service counselors	08/29/06	05/24/07	District Strategic Plan	\$0.00
Develop and implement the usage of peer mediation groups.	Teachers/Administrators / Student Service counselors	09/12/06	05/24/07	District Strategic Plan	\$0.00

Research-Based Programs

Peer Mediation Model
 KAPOW
 Character Education
 Project Proud

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include: Training in Peer Mediation, training by the KAPOW program and review of our Six Step Discipline plan at Faculty and Staff meetings

Evaluation

This objective will be evaluated by the analysis of the Student Case Management Summary for 2006-2007 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

To increase the use of Technology as a means to assist with the academic and professional development of students and teachers.

Needs Assessment

The data from the FCAT Explorer's data base system reflects there is a need to engage students in the use of technology to improve academic performance.

Measurable Objective

Given an emphasis on the use of technology in education, and the lack of data to support its usage, all students will augment their usage of FCAT Explorer Program as evidenced by a 20 percent increase during the 2006-2007 school years compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Assign practice sessions in FCAT Explorer during the Extended Day activities.	Administrators / All grade level teachers	09/12/06	04/20/07	District Strategic Plan	\$0.00
Monitor usage of FCAT Explorer Program utilizing printable reports.	Administrators / All grade level teachers	09/12/06	04/20/07	District Strategic Plan	\$0.00
Disseminate important information through e-mail with required response.	Administrators / All grade level teachers / EESAC	08/24/06	05/24/07	District Strategic Plan	\$0.00
Provide teachers with professional development to enhance capabilities to infuse FCAT Explorer in the classroom and as Home Learning opportunities.	Administrators / All grade level teachers	10/09/06	05/24/07	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Keeping in alignment with the School Improvement Zone organizational structure, required professional development for teachers and paraprofessional will be provided to promote and enhance student and teacher achievement in the usage of FCAT Explorer. The area of concentration will be FCAT Explorer.

Evaluation

Increased usage in the FCAT Explorer will be monitored through the analysis of reports available from FCAT Explorer's and other educational software data base, the increase of electronic grade books and electronic accounts established and used in 2006-2007 school as compared to the 2005-2006 school year.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

To increase the amount of students participating in the Daily Breakfast program.

Needs Assessment

Data from the 2005-2006 Executive Summary indicate a 26 percent participation rate in the daily Breakfast Program. There is a need to increase student participation in the daily breakfast program by ten percent during the 2006-2007 school year to promote fitness and academic focus readiness in the learning environment.

Measurable Objective

Given an emphasis on the importance of the NCLB population wellness/fitness in the learning environment, students in grades six through eight will improve their participation by 50 percent in the daily breakfast program in the 2006-2007 school year as compared to 12 percent participation in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan and coordinate parent/student breakfast on a monthly basis.	Student Council members / administrators / teachers / Community Involvement Specialist	10/24/06	05/24/07	District Strategic Plan	\$0.00
Provide incentives for participation in daily breakfast program.	Student Council members / administrators / teachers	10/12/06	05/24/07	District Strategic Plan	\$0.00
Implement the 5 A Day the Florida Way program in daily instruction	Student Council members / administrators / teachers	10/11/06	05/24/07	District Strategic Plan	\$0.00
Conduct student survey to solicit input for student lunch menus throughout the school year	Student Council members / administrators	10/09/06	05/24/07	District Strategic Plan	\$0.00

Research-Based Programs

Five A Day the Florida Way

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Training will include: the use of the 5 A Day the Florida Way program.

Evaluation

This objective will be considered to have been successful if the Executive Summary data for 2006-2007 indicates a 36 percent or higher increase in student participation in the Daily Breakfast program.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

To increase the student population participating in Magnet Arts.

Needs Assessment

Data from the Executive Summary for 2005-2006 indicates total enrollment at 116 students out of the 145 spaces available. There is a need for an increase of 5 percent student participation in the Magnet Arts program to provide more enrichment opportunities for students.

Measurable Objective

Given emphasis on the benefits of participating in Fine Arts programs, the number of students enrolled in the Magnet Arts program will increase by 5 percent during the 2006-2007 school year as compared to a two percent decrease during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide additional magnet type enrichment learning activities through the Extended Day classes	Lead Magnet Teacher/ Magnet Teachers/ Administrators	08/29/06	05/24/07	District Strategic Plan	\$0.00
Develop mid-year recruitment plan for students already enrolled at school in regular classes and incoming students through articulation.	Lead Magnet Teacher/ Magnet Teachers/ Administrators / Counselors	12/04/06	01/11/07	District Strategic Plan	\$0.00
Implement a Magnet Fair for students and community.	Lead Magnet Teacher/ Magnet Teachers/ Administrators / Community Involvement Specialist / EESAC	01/17/07	01/24/07	District Strategic Plan	\$0.00
Educate parents and teachers on the importance of Fine Arts programs in schools through tailored workshops designed to allow hands-on experiences in Magnet Arts activities such as, ceramics and photography.	Lead Magnet Teacher/ Magnet Teachers/ Administrators / Community Involvement Specialist / EESAC / Counselors	10/12/06	05/24/07	District Strategic Plan	\$0.00

Research-Based Programs

National Endowment for the Arts
Federal Resources for the Arts

Professional Development

Teachers in the Magnet Program will utilize the Zone Improvement Professional Development calendar as it applies to their specific areas to enhance their skills to provide enrichment opportunities to students through learned strategies.

Evaluation

The objective will be measured by comparing the data from the 2005-2006 student enrollment results to the 2006-2007 results.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Allapattah Middle will rank at or above the 80th percentile statewide in the statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The data from the State's index publication for the 2004-2005 indicates Allapattah Middle as being very low. There is a high population of Exceptional Educational (18 percent) and Economically Disadvantaged (91 percent) students enrolled. Considering these factors, the school has not spent enough revenue to overcome these disadvantages. We will strive to improve our ranking where possible and provide additional enrichment opportunities for the students.

Measurable Objective

Allapattah Middle will improve its ranking on the State of Florida ROI index publication from the eighth percentile in 2004 to 25th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the most effective use of financial resources in relation to school programs	Adminstrators / EESAC	10/12/06	04/24/07	District Strategic Plan	\$0.00
Examine the ability to reconfigure existing expenditures or acquiring resources for outside sources, e.g. grants and private foundations	Adminstrators / EESAC	11/07/06	04/21/07	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

All stakeholders will strive to become more familiar with the concept of Return on Investment, available financial resources for school programs, and the possible resource allocations that are available to individual schools.

Evaluation

On the next State of Florida ROI index publication, Allapattah Middle will show progress toward reaching the 25th percentile ranking.

EESAC Compliance

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

Budget:

Our EESAC has reviewed and discussed how best to spend the budget of \$12,596.19 allotted and has voted to disburse funds in the following manner:

25 percent will be given to Media Services to continue updating reading material for the students and staff.

20 percent to be spent on upgrading technology for staff and students.

20 percent to be used for School Projects to benefit our student body participation in activities such as, Black History month, Red Ribbon Week, Hispanic Heritage month, Career Day and any other culminating activities.

20 percent was allocated for EESAC Trust fund for the convenience of purchasing afterschool snacks, attendance incentives and student achievement awards.

15 percent to assist and support the purchase of materials/items/field trips to enhance our schoolwide enrichment plan and safety issues, specifically outdoor patio furniture for the new spillout area when completed.

Training:

Allapattah Middle's EESAC will engage in specific training to: improve decision making skills and understanding budget appropriation, data analysis skills, enhance FCAT Writing Plus skills and interpersonal skills.

Instructional Materials:

EESAC will request Department Chairpersons, Assistant Principal of Curriculum, Reading Coaches and all Program Specialists to provide feedback to specific needs for instructional materials. Decisions will be based on current needs and budget availability.

Technology:

The funds allocated for technology will be used to upgrade software programs and purchasing of new software for existing computers. Utilizing the expertise of the technology technician, all suggestions for purchases for printer cartridges and accessories for computers will be approved by the technician.

Staffing:

The assessment of the effectiveness of instructional and non-instructional personnel's appropriateness, and usefulness as it applies to student achievement will be examined through out the year by EESAC.

Student Support Services:

The allotment of funds by EESAC to support student services is consistent with the council's goal to support students in all areas. Our commitment to reward students for their excellence in all areas of academic achievement and conduct will continue to be the primary focus of the council.

Other Matters of Resource Allocation:

The allocations made by EESAC are sufficient and there are no other anticipated needs requiring allocations.

Benchmarking:

Our goal to maintain the requirement of data driven instruction in all academic areas will be fulfilled through the gathering and analyzing of data from weekly and monthly assessments.

School Safety & Discipline:

Allapattah Middle implemented a progressive 6-Step Discipline plan at the beginning of the 2005-2006 school year, that plan will continue to be implemented in the 2006-2007 school year. Funds allocated were allocated to support the plan. Quarterly reports will be assessed to ensure the safety of students and staff.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$30,000.00
Goal 4: Science	\$35,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
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Total:	\$65,000.00

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