
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6081 - Centennial Middle School

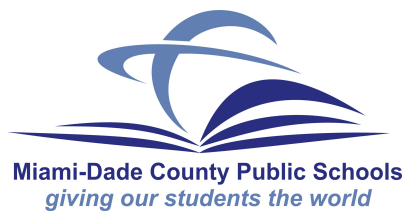
FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Elvoyd Fischer

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Centennial Middle School

Centennial Middle School is dedicated to providing a quality education and learning experiences to its student population of approximately 982 students. The 2006-2007 School Improvement Plan is a compilation of goals, objectives, and strategies to maximize student achievement in the areas of Reading, Mathematics, Writing, Science, Parental Involvement, Discipline and Safety, Technology, Health and Physical Fitness, Electives and Special Areas, and Return on Investment. This process has developed as we evaluate the impact of the instructional strategies and research based programs on student achievement. The process will involve internal and external stakeholders in the planning, implementation, and evaluation of instructional strategies to monitor student achievement.

Given instruction based on the Sunshine State Standards, 51 percent of students in grades six through eight will score at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of African American students in grades six through eight will score at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of Hispanic students in grades six through eight will score at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of Students With Disabilities in grades six through eight will score at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of Economically Disadvantaged students in grades six through eight will score at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 56 percent of students in grades six through eight will score at Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of African American students in grades six through eight will score at Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Hispanic students in grades six through eight will score at Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Economically Disadvantaged students in grades six through eight will score at Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Students with Disabilities in grades six through eight will score at Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 76 percent of students in grade eight will score at Level 3.5 or higher as documented by scores on the 2007 FCAT Writing Test.

Given instruction using the Florida Science Sunshine State Standards, 50 percent of students in grade eight will score Level 3 or higher as documented by the 2007 FCAT Science Test.

Given a school-wide focus on parental involvement, parent participation will increase by three percent as evidenced by the increase in number of total attendance signatures during the 2006-2007 school year as documented by attendance logs and compared to attendance logs verifying 859 total attendance signatures at parent activities during the 2005-2006 school year.

Given the implementation of the CMS Progressive Discipline Plan, the number of indoor and outdoor suspensions will be reduced as evidenced by a decrease of five percent on the 2006-2007 Student Case Management System Report as compared to the 2005-2006 Student Case Management System Report.

Given a school-wide focus on technology, student access and use will score 3.0 points measuring at stage 3 advanced as evidenced by the next reporting of the STAR Survey.

Given instruction based on the Physical Fitness program, 65 percent of students taking Physical Education at Centennial Middle School will achieve a gold or silver award on the 2006/2007 FITNESSGRAM Test.

Given current data based on the 2006/2007 Electives enrollment, 47 percent of students in grades six through eight will enroll in elective courses as compared to the 2005/2006 Elective enrollment of 48 percent.

Centennial Middle School will improve its ranking on the State of Florida ROI index publication from the sixteenth percentile in 2004 by five percent on the next publication of the index.

Eighty-one percent of the faculty and staff completed the Organizational Performance Improvement Snapshot Survey which included the following areas: Leadership; Customer and Market Focus; Measurement, Analysis, and Knowledge Management; Human Resource Focus; Process Management; Business Results, and Strategic Planning. Three areas that received the lowest scores and will be the focus for internal stakeholders are Strategic Planning, Process Management, and Human Resource Focus. During the 2006-2007 school year, there will be additional interdisciplinary team and departmental meetings. The administrative team will continue to encourage faculty and staff to participate in professional development opportunities where instructional strategies and resources will be available. In addition, school site sponsored professional development will be conducted where teachers will be able to develop interdisciplinary grants and apply for additional funding for resources. The Educational Excellence School Advisory Council (EESAC) will encourage teachers to submit proposals for funding of instructional and curricular materials. In accomplishing the goals and objectives in the 2006-2007 School Improvement Plan, Centennial Middle will strive to improve and monitor the success and accomplishments of its students, faculty and staff.

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.

Centennial Middle School

VISION

Our vision embodies the belief that through high standards and expectations, all students can learn and become productive members of society.

MISSION

Centennial Middle School is dedicated to achieving educational excellence by developing the student academically, socially, and personally through communication, technological, interpersonal and critical thinking skills.

CORE VALUES

Excellence – We will set high standards and strive for excellence.

Integrity – We will build positive relationships through honesty, respect and compassion.

Equity – We will provide a positive environment where all students can learn.

Citizenship – We will model strong character values and provide opportunities for students to become better citizens.

School Demographics

Centennial Middle School is a three-year middle school serving sixth, seventh, and eighth grade students from a multi-ethnic, multi-cultural community. Centennial recently received a grade of "B" on the 2006/2007 FCAT. Prior to the 2006 FCAT Administration, the school maintained a "C" grade since the 2000-2001 FCAT Administration. Centennial is a School Targeting Excellence in Literacy Learning and Reading (STELLAR). Under the No Child Left Behind Act, the school has not meet annual yearly progress (AYP). The school was established in 1976 and has undergone many changes especially after Hurricane Andrew in 1992. The extensive damage from the storm forced many families to relocate. Over the past few years, there has been an increase in the number of homes built in our community which is projected to raise the school's enrollment by 300-500 students within the next five years. Beginning with the 2006/2007 school year, Centennial opened the new three-story modular installed for 770 student stations.

Centennial currently serves approximately 982 students. The ethnic/racial composition of the student population for 2006/2007 is 38.5 percent African American, 47.4 percent Hispanic, 10.7 percent White, 3.4 percent Other. Centennial is a Title I school. Twenty one percent of the student population has been identified as Students with Disabilities and 9.0 percent are Limited English Proficient students. The average student attendance was approximately 93.4 percent during the 2005-2006 school year.

The 2006/2007 ethnic composition of the staff is: 36 White employees, 29 African American employees, 29 Hispanic employees and 3 employees categorized as Other. Forty Three percent of the faculty holds advanced degrees beyond a Bachelor's degree. The staff of 97 is broken up into 22 males and 75 females. In addition, Centennial has one Principal, two Assistant Principals, one Title I Reading Coach, one District Reading Coach, a Trust Counselor, a Computer Technician, and a Career Specialist that is shared with another middle school. Centennial has one National Board Certified Teacher.

The office staff at Centennial Middle consists of six full-time and three part-time clerical employees. There are 13 paraprofessionals and one Title I Community Involvement Specialist. The school has nine full-time custodians and one part-time custodian. Additionally, there are three full-time security monitors and one part-time security monitor, nine cafeteria staff members and one cafeteria manager.

The Educational Excellence School Advisory Council(EESAC) reviewed the School Based Budget System as well as the Computer Assisted School Allocation System to assess the budgetary needs of the school. The EESAC committee will use this information to assist Centennial in planning the distribution of the 2006 School Recognition Award.

School Foundation

Leadership:

Based on the MDCPS Accountability Systemwide Performance Survey, Centennial's faculty and staff average score was 4.1 indicating that the leadership frequently sets direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school. The lowest score of 3.7 referred to whether the "organization asks me what I think" in setting goals and the highest score of 4.3 reflects that the school faculty and staff knew the organization's mission.

District Strategic Planning Alignment:

According to the MDCPS Accountability Systemwide Performance Survey, the average score of 4.1 indicates that the faculty and staff frequently address the level of satisfaction of its customers. The lowest score of 3.7 referred to whether the "organization asks for my ideas" and the highest score of 3.9 reflects that the school faculty and staff knows, "how to tell if we are making progress on my work's groups part of the plan."

Stakeholder Engagement:

Centennial's faculty and staff average score was 3.8 indicating that employees are sometimes involved in analyzing the goals and objectives of the school and their involvement in the development of school goals. The highest score of 4.4 reflects that the school faculty and staff know, "who [the] most important customers are." This data was obtained from the MDCPS Accountability Systemwide Performance Survey.

Faculty & Staff:

As analyzed from the MDCPS Accountability Systemwide Performance Survey, Centennial faculty and staff average score was 4.0 indicating that employees are frequently made part of a team in the overall function of the school. The highest score of 4.2 was shared between two questions reflecting that the school faculty and staff frequently felt, "[they] can make changes that will improve my work" and "people I work with cooperate and work as a team."

Data/Information/Knowledge Management:

Based on the MDCPS Accountability Systemwide Performance Survey, Centennial faculty and staff average score was 3.8 indicating that employees are sometimes involved in analyzing the goals and objectives of the school and their involvement in the development of school goals. The lowest score of 3.9 referred to whether the faculty and staff, "ask [the] customers if they are satisfied or dissatisfied with my work." The highest score of 4.4 reflects that the school faculty and staff know, "who [the] most important customers are."

Education Design:

According to the MDCPS Accountability Systemwide Performance Survey, Centennial Middle School has several programs that characterize the school. Twenty-one percent of the student population is among the No Child Left Behind Act subgroup, Student With Disabilities, SWD. This group includes the following exceptionalities: varying learning disabilities, emotionally handicapped, physically impaired, and severely emotionally handicapped. Centennial offers Gifted courses in grades six and seven in the mathematics, language arts, science, social studies,

and gifted resources. In addition, Advanced and some High School honors courses are offered in mathematics, language arts, science, social studies, and elective courses. Centennial Middle hosts activities where students are able to showcase their abilities, ie band and dance performances, art exhibitions at community partnerships.

Performance Results:

Referring to the 2006 Suspension Report, Centennial will decrease their indoor and outdoor suspension rate of all students using the CMS Progressive Discipline Plan. In 2005-2006 the total number of indoor suspensions were 127 incidents. In 2005-06 the total number of outdoor suspensions were 405 incidents. Parent/teacher/student conferences will increase as indicated by the MDCPS Discipline Report. The average attendance rate for the 2005-2006 school year was 93.4 percent. Centennial is implementing an attendance incentive/reward program to increase the attendance average by one percent during the 2006-2007 school year.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Centennial Middle School utilizes committee-based interview processes as well as participating in District sponsored teacher fairs and conferences to attract high-quality teachers. To retain highly qualified teachers, Centennial offers various opportunities for faculty to enhance their professional development. The faculty and staff are provided in-house workshops and mentoring, as well as notified when opportunities arise for teachers to attend Regional and District hosted professional development.

• Highly Qualified, Certified Administrators:

ELVOYD FISCHER 087495, PRINCIPAL

Ms. Elvoyd Fischer is a highly qualified Principal and has served thirty two years as a professional educator in the Miami-Dade County Public School system, six as a principal. Ms. Fischer received her Bachelor of Science in Physical Education from North Carolina Central University, Durham, North Carolina, Master of Science in Administration and Supervision from Nova University, Fort Lauderdale, Florida and post masters studies, University of Miami and Florida Memorial College with numerous training via Regional Center 6 and district workshops. Ms. Fischer was administratively trained via the LEO-T program at Miami Senior and Miami Sunset Senior High Schools, and as an Executive Training Participant at Miami Southwest and Miami Killian High schools. Ms. Fischer received the Melissa Institute Education Recognition Award through her efforts to promote school violence prevention by hosting an annual forum on bullying. She received a special commendation from the Regional Center 6/District school police for successful and effective lockdown procedures when the school faced a difficult challenge in the 2003-2004 school year. Ms. Fischer was recognized in the (Field of Education) by the National Association of Negro Business and Professional Women's Club in April 2004. Ms. Fischer is a Vice-President of Dade Association of School Administrators (DASA), and also represents the 12th District as she serves on the Florida Association for School Administrators Board (FASA). She is a member of National Association of Secondary School Principals (NASSP). She worked diligently initiating and building self-esteem and tutoring programs geared toward economically disadvantaged youth from the elementary to senior high levels. She worked with community groups in providing both academic and enrichment opportunities before and after school. Ms. Fischer developed and implemented a program targeting "at risk" group of students in an effort to improve their attendance via a drop out prevention designed plan to track and monitor their students over a three year span.

J. CAROL BROWN, 130920, ASSISTANT PRINCIPAL FOR CURRICULUM

Ms. J. Carol Brown is a highly qualified Assistant Principal at Centennial Middle School. She has been employed in Miami-Dade County Public School for twenty- one years, thirteen of which as an Assistant Principal. Ms. Brown received her Bachelor of Elementary Education from University of Missouri and her Masters Degree in Educational Leadership from Nova Southeastern University, Fort Lauderdale, Florida. She began her career as an elementary school teacher, grades one and two, in Omaha, Nebraska. She moved to South Florida and began teaching at the middle school level as a math teacher, social studies teacher and a drama teacher. Ms. Brown was Teacher of the Year while at the middle school. Ms. Brown later became an Occupational Placement Specialist where she specialized in providing students with "real world opportunities" in the world of work. She has written and received over \$25, 000.00 in grants geared towards student preparation in career planning. Ms. Brown has the experience and expertise as an administrator for K-12. She has been the APC at Centennial Middle School for thirteen years. As APC at Centennial, Ms. Brown is a driving force in student achievement. Centennial has retained the grade of a "C" however, continued improvement is being made. The Reading Coaches and the Curriculum Specialist are empowered by Ms. Brown to facilitate classroom intervention strategies geared specifically for each subgroup and each Sunshine State Standard benchmark. In addition, Ms. Brown has requested the teaching services from certified retired teachers willing to work on an hourly basis with

pull-out students in reading, math and science.

MR. NAIF CHAIN 134969, ASSISTANT PRINCIPAL

Mr. Naif Chain is a highly qualified Assistant Principal at Centennial Middle School. Mr. Chain has worked twenty years for the Miami-Dade County Public School System, fourteen years as a teacher and five years as an Assistant Principal. Mr. Chain received his bachelor's degree in English from Florida International University. Later he went on to seek his Master's degree in Educational Leadership from Nova Southeastern University. During the past five school years, Mr. Chain has worked as an Assistant Principal at Centennial Middle School. He established a reading initiative to challenge low achieving students to read more through the CMS Reading Challenge. Additionally, he continues to work with the Community Involvement Specialist engaging low achieving students in seminars on self-esteem and setting goals. The program culminates each year with a parent/student breakfast to highlight each of the student's achievements.

• Teacher Mentoring:

All new Annual Contract teachers (AC1) and teachers in need of professional growth assistance are assigned to a Professional Growth Team (PGT) and mentor teacher from their curricular area. The PGT consists of a trained PGT member and another peer teacher selected by the AC1 teacher. All PGT members have been trained to assist new and struggling teachers in the management and implementation of operating a well run classroom. The PGT meets monthly to assist and mentor all AC1 and struggling teachers.

• School Advisory Council:

Budget – the EESAC recommended budget expenditures in the areas of instructional and curriculum materials and equipment through teacher submitted grants and proposals.

Training – the EESAC recommended professional development for staff new to the school as well as continued staff development for existing staff in the areas of math, reading, and writing throughout the curriculum to support the School Improvement Plan.

Instructional Materials - the EESAC recommended the acquisition of instructional materials which would enhance the curriculum such as pocket dictionaries and areas related to the FCAT.

Technology – the EESAC recommended that the school support the Electronic Gradebook and continue to seek funds to improve the overall technology level of the school. Also, the EESAC recommends school-site professional development in technology components of the School Improvement Plan.

Staffing – The EESAC recommended the hiring and retention of highly qualified teachers and encouragement of teachers to become National Board Certified and Gifted endorsed.

Student Support Services – The EESAC recommended that Student Services should continue to encourage parental involvement by holding parent/student conferences. In addition, the EESAC committee recommended a Curriculum Fair to showcase school offerings and orientation in Spring 2006.

Other Matters of Resource Allocation – the EESAC recommended that the school faculty and staff pursue professional development in grant writing as a source of alternate funding. In addition, the EESAC committee recommended increase awareness of private funding i.e. Target, Washington Mutual, and Ocean Bank.

Benchmarking - the EESAC recommended receiving a quarterly report on the school's benchmarking efforts related to each School Improvement Objective.

School Safety & Discipline – the EESAC recommended continued character building focus of Kaleidoscope student activities. Also, EESAC encourages the participation of role models to motivate students to achieve. The EESAC recommends the increase in the number of students participating in character building clubs such as 5000 Role Models, Eves of Essence, D-Fy-It and recognition for Doing the Right Thing.

• Extended Learning Opportunities

Centennial Middle School extends its academic day through the After School Enrichment Program. This program assists in the enhancement of quality educational experiences. Our program and many other activities, such as band, dance, club sports, and other activities offered at Centennial Middle School, have assisted in providing students with extended learning opportunities. In addition, the Media Center provides a full service technological support base, including research materials, computers, word processing programs, and internet access before, during and after school.

• School Wide Improvement Model

Centennial Middle School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Model will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan-for changes to bring about improvement, Do-changes on a small scale first to try them, Study- to see if changes are working, and Act-to get the greatest benefit from the changes.

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 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:

To provide high quality reading instruction using differentiated instruction, technology, and alignment with district and state standards for all students.

Needs Assessment

Analysis of the 2006 FCAT Reading Test data reveal that 60 percent of students in grades six through eight are still reading below grade level. Specifically, the majority of Level 1 students in grades six through eight are reading at least two years below grade level and require additional intensive reading instruction in the areas of Main Idea/Purpose and Reference/Research content categories. Specifically, 24 percent of African American students in grades six through eight scored at or above grade level in Reading. Fifty-seven percent of White students and 45 percent of Hispanic students scored at or above grade level in Reading. Overall, the greatest need in grades six through eight is in the area of applying Reference/Research skills. Data collected during the 2005-2006 school year indicates that additional staff needs to complete CRISS training and Reading Endorsement courses to develop learning strategies which maximize student achievement in the area of reading. In addition, the District Comprehensive Researched-Based Reading Plan and school-wide literacy plan needs 100 percent of the staff and student participation to ensure achievement in all Content Categories.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 51 percent of students in grades six through eight will score at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of African American students in grades six through eight will score at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of Hispanic students in grades six through eight will score at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of Students With Disabilities in grades six through eight will score at Level 3 or above on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of Economically Disadvantaged students in grades six through eight will score at Level 3 or above on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement in all Reading and Language Arts classes in grades six through eight a skills review from FCAT Sharpen Up workbook in the areas of FCAT strands, Words/Phrases, Main Idea/Purpose, Comparisons, and Reference/Research and monitor achievement.	Reading Teachers, Social Studies Teachers, Science Teachers, Math Teachers, Elective Teachers, Language Arts Teachers, Reading Coaches	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00
Identify students in all subgroups not meeting AYP and scoring at Level 1 or 2 on the 2006 FCAT Reading Test and schedule into appropriate Intensive Reading courses. Classroom teachers will provide data driven instruction through Read XL, Bridges to Literature, Soar to Success, Reading Advantage, Reading Plus, CRISS Strategies and differentiated instruction.	Principal, Assistant Principal of Curriculum, Reading Coaches, Curriculum Specialist	8/14/2006	5/31/2007	District-wide literacy plan	\$0.00
Enroll students scoring Level 3 and higher in advanced, honors, gifted, and or high school credit classes to challenge, maintain, and or increase performance level. Teachers will utilize a Plan,Do,Study,Act program and the Continuous Improvement Model to provide data driven instruction.	Principal, Assistant Principal of Curriculum, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Identify all Black students not meeting AYP and implement an after-school tutorial program, Middle School Enrichment, to address the needs of these students regarding reading deficiencies. Classroom teachers will provide data driven instruction through the implementation of CRISS strategies, differentiated instruction, small group instruction, and the Continuous Improvement Model.	Reading Coaches	10/3/2006	5/31/2007	Small Learning Communities	\$0.00
Identify all Economically Disadvantaged students not meeting AYP and provide differentiated instruction in reading and language arts as well as utilize pull outs through reading coaches. Classroom teachers will utilize Reading Advantage through Intensive Reading classes and implement the Continuous Improvement Model.	Reading Teachers, Language Arts Teachers, Reading Coaches, Math Teachers, Science Teachers, Social Studies Teachers, Elective Teachers	8/14/2006	5/31/2007	District-wide literacy plan	\$100.00
Utilize classroom strategies such as, peer grouping, Teacher Read-Aloud, Directed Thinking, Listening, and Reading, and provide visual clues as a means of improving comprehension and raise student achievement to improve Content Clusters Reference/Research and Main Idea/Purpose. Classroom teachers will utilize the Scholastic Read XL Text and differentiated instruction as a means of delivering data driven instruction.	Reading Teachers, Language Arts Teachers, Reading Coaches, Social Studies Teachers, Science Teachers, Math Teachers, Elective Teachers	8/14/06	5/31/07	District-wide literacy plan	\$100.00
Implement a recognition program to improve the attendance rate of all SWD students identified in the NCLB requirements. Classroom teachers will utilize the Read 180 program to facilitate data driven instruction as well as the state adopted grade level texts, Houghton Mifflin Timeless Voices, Timeless Themes.	Administrators, Attendance Clerk, Counselors	8/14/2006	5/30/2007	Community Partnerships	\$1000.00
Implement a Saturday tutorial program to address the reading deficiencies of students identified as the lowest 25 percent and monitor progress through interim reports, the Plan, Do, Study, Act program, and report cards.	Assistant Principal of Curriculum	11/11/2006	02/10/2007	Continuous Improvement Model	\$1000.00
Identify all Hispanic students not meeting AYP and enroll them in Intensive Reading classes. Teachers will utilize differentiated	Assistant Principal of Curriculum, Reading Teachers, Reading Coaches	8/14/2006	5/31/2007	District Strategic Plan	\$100.00

instruction, cooperative learning strategies, and one on one instruction along with providing data driven instruction through the use of Read XL materials.	
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Research-Based Programs

Grades six through eight will utilize McDougall-Littel Bridges To Literature, Scholastic READ XL, Prentice Hall Timeless Voices, Timeless Themes, Houghton Mifflin English; Reading Supplemental Intervention Workbooks: Buckle Down Publishing Sharpen Up, Houghton Mifflin Soar To Success, Scholastic Reading Advantage; and Scholastic READ 180.

Professional Development

Comprehensive K-12 District Research-Based Reading Plan
Reading Endorsement; CRISS training; Content Area Reading Instruction; Student Performance Indicators Instruction; MAZE Implementation; Differentiated Instruction; Excelsior Gradebook; Edusoft; Examview Learning Series

Evaluation

Formative: MAZE Reading Test for all Level 1 and 2 Students, Accelerated Reader Program, STAR Assessment, District Interim Assessments.

Summative: 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

To provide high quality mathematics instruction using differentiated instruction, technology, and alignment with district and state standards for all students.

Needs Assessment

An assessment of the 2006 FCAT Mathematics Assessment reveals that 35 percent of the students in grades six through eight scored at Level 3 or higher. The 2007 FCAT requires 56 percent of the students to score at Level 3 or higher for AYP. Sixth grade students have 32 percent of the students scoring a Level 3 or higher with the content areas of need from greatest to least being data analysis, algebraic thinking, measurement, geometry, and number sense. Seventh grade students have 36 percent of the students scoring a Level 3 or higher with the content areas of need from greatest to least being measurement, algebraic thinking, data analysis, number sense, and geometry and spatial sense. Eighth grade students have 34 percent of the students scoring a Level 3 or higher with the content areas of need from greatest to least being measurement, algebraic thinking, geometry and spatial sense, number sense, and data analysis.

The 2005 FCAT School Demographic report indicated 13 percent of sixth grade, 16 percent of seventh grade, and 24 percent of eighth grade Black students scored level 3 or higher. The report indicates 27 percent of sixth grade, 38 percent of seventh grade, and 38 percent of eighth grade Hispanic students scored level 3 or higher. Of the Students with Learning Disabilities (SWD), 5 percent of sixth grade, 7 percent of seventh grade, and 9 percent of eighth grade students scored level 3 or higher.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 56 percent of students in grades six through eight will score at Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of African American students in grades six through eight will score at Level 3 or above on the 2007 FCAT Mathematics Test.

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Given instruction based on the Sunshine State Standards, 56 percent of Economically Disadvantaged students in grades six through eight will score at Level 3 or above on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Students with Disabilities in grades six through eight will score at Level 3 or above on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize CRISS reading and writing strategies in all grades to increase student comprehension	Math Dept. Chair, Math Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Develop a rotating schedule to ensure and increase the use of computer technology to monitor student achievement i.e. FCAT Explorer, Riverdeep, Holt Intervention software, Edustrands (SWD), ClassWorks (Enrichment after-school tutorial program)targeting subgroup students and students without access to home computers. Level I and II target students in Intensive Math utilize Computer Lab to complete FCAT Explorer and Riverdeep activities on a weekly basis.	Math Dept. Chair, Math Teachers, Media Specialist, Computer Specialist, ESE Specialist, Enrichment Tutor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Extend the inclusion model to include additional sections and courses.	Assistant Principal, ESE Specialist, Curriculum Specialist	8/14/2006	5/31/2007	Inclusion	\$0.00
Increase use of technology in the classroom through planned activities as documented through teacher lesson plans	Math Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize After-school Achievers Supplemental workbooks in the Intensive mathematics and Alternative Education courses for targeted	Assistant Principal, Curriculum Specialist, Intensive Math and Alternative Education Math	10/11/2006	5/30/2007	District Strategic Plan	\$500.00

Level 1 and Level 2 students including Black and Hispanic students.	Teachers				
Provide FCAT daily tutorial program for targeted Level 1 and 2 students particularly students in the Black and Hispanic subgroups. Utilize Level 3, 4, and 5 students in co-teaching/tutoring capacity.	Assistant Principal, Mathematics Chair	11/7/2006	2/16/2007	District Strategic Plan	\$1500.00
Enroll students scoring Level 3 and higher in advanced, honors, gifted, and or high school credit classes to challenge, maintain, and or increase performance level. Teachers will utilize a Plan,Do,Study,Act program and the Continuous Improvement Model to provide data driven instruction.	Math Dept Chair, Math Teachers	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Provide mathematics tutoring focusing on Content Cluster Algebraic Thinking, Measurement, and Geometry and Spatial Sense for LEP students with ESOL paraprofessional twice weekly targeting all ESOL levels targeting Level 1 and Level 2 students.	Math Dept. ESOL paraprofessional	8/14/06	5/30/2007	District Strategic Plan	\$0.00
Implement a Saturday tutorial program to address the mathematics Content Clusters Algebraic Thinking, Number Sense, and Measurement to reduce deficiencies of students identified as lowest 25 percent and monitor progress through interim reports and report cards concurrent with implementation of the Continuous Improvement Plan.	Assistant Principal of Curriculum	11/11/2006	2/10/2007	District Strategic Plan	\$1000.00
Utilize FCAT Problem of the Day using 2005 FCAT Test, FCAT Practice Test, supplemental workbooks and textbooks in all grades to address Content Clusters Algebraic Thinking, Number Sense, and Measurement.	Math Dept. Chair, Math Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Provide Intensive mathematics courses for targeted Level 1 and 2 students and address Content Clusters Algebraic Thinking, Number Sense, Measurement, and Geometry and Spatial Sense with implementation of the Continuous Improvement Plan and utilizing Plan, Do, Study, Act program.	Principal, Assistant Principal, Curriculum Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Students scoring Level 3 and above will further develop skills through cooperative learning and peer mentoring within classes	Math Dept. Chair, Math teachers	09/01/2006	05/31/2007	District Strategic Plan	\$0.00

and in after school tutoring using the Holt Middle School Math Text.	
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Research-Based Programs

Holt Middle School Math 6-8 with supplemental materials; Prentice Hall Pre-Algebra; Prentice Hall Algebra; Riverdeep; FCAT Explorer

Professional Development

FCAT Explorer implementation and student monitoring, Riverdeep classroom implementation and student monitoring, CReating Independence through Student-owned Strategies Project (CRISS), Edustrands training, Best Practices, utilization of manipulatives and learning centers, cooperative learning strategies, and differentiated instruction implemented during secondary early release and teacher planning days.

Evaluation

Formative: District Interim Assessments (quarterly); FCAT Explorer (monthly); Riverdeep(monthly); School-site Authored Benchmark Assessment (quarterly); Edustrands Reports (quarterly)

Summative: 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Provide increased writing opportunities for all students to be effective writers.

Needs Assessment

An analysis of the writing performance data reveals the following trends among the diverse student population at Centennial Middle School. On the 2006 FCAT Writing Assessment, eighth grade students demonstrated performance growth in persuasive writing which raised the overall combined average score. Scores on the 2006 FCAT Writing test indicate 75 percent of students in grade eight scored 3.5 or higher. There was an increase of 0.1 point on the mean scale from 3.6 to 3.7. Contrastly, 25 percent of eighth grade students need to score 3.5 or higher on the 2007 FCAT Writing test to meet proficiency. To increase the number of proficient writers, Centennial students need to incorporate the following elements in their writing: focus, organization, support and conventions.

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, 76 percent of students in grade eight will score at Level 3.5 or higher as documented by scores on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize peer evaluations and writing rubric to increase their abilities in areas of focus, organization, support, and conventions	All teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize CRISS strategies in all curricular areas such as graphic organizers, two column notes, brainstorming webs, learning logs, teacher and student modeling, and Role Audience Format Theme (RAFT)	All Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize vocabulary strategies in all curricular areas, such as context clue warm-ups, synonyms and antonyms, denotations and connotations, prefixes and suffixes to increase student writing proficiency.	Reading Teachers, Language Arts Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Utilize College Board approved practices and materials such as Vertical Teaming	All Teachers of Advanced Placement and Gifted Students	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Implement a Saturday tutorial program for targeted eighth grade students scoring below 3.5 on pretest assessment.	Principal, Assistant Principal of Curriculum	11/11/2006	02/10/2007	District Strategic Plan	\$500.00
Implement writing across the curriculum in all grades using the Glencoe Writer's Choice Text	All Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe Writers Choice Textbook

Professional Development

School-site Writing professional developments on writing rubric

CRISS training

College Board Vertical Teaming professional developments

Evaluation

Formative

District Writing Plus Pretest

District Persuasive Writing Test

District Expository Writing Test

Site Generated Prompts

Summative

2007 FCAT Writing Test

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 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 4 STATEMENT:

We will provide high quality science instruction to increase the scientific knowledge of all students.

Needs Assessment

An analysis of the 2006 FCAT Science data shows that the mean scale score for the students at Centennial Middle School was 257, which is below the 270 mean scale score for the district. There was a decrease of two points compared to the previous year's score of 259. Despite meeting the district averages in the content categories of Physical and Chemical Sciences, and Life and Environmental Sciences, students in eighth grade scored one point below the district average in the content categories of Earth and Space Sciences and Scientific Thinking. Students in eighth grade need to increase their content cluster scores in both Earth and Space Sciences and Scientific Thinking. The science teachers at CMS are utilizing the new Science Pacing Guides, Item Specifications, and FCAT Vocabulary lists to prepare their lessons. All students will be given a pre/post test each nine weeks based on the Florida Science Sunshine State Standards to be covered each marking period as outlined in the new Science Pacing Guides.

Measurable Objective

Given instruction using the Florida Science Sunshine State Standards, 50 percent of students in grade eight will score Level 3 or higher as documented by the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize CRISS reading and writing strategies in all grades to increase student comprehension.	All Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct monthly science department meetings to facilitate the sharing of best practices, provide professional development opportunities, and identify strategies that will improve student performance.	Assistant Principal of Curriculum, Science Department Chair, Curriculum Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide FCAT Saturday tutorial program using ScienceSaurus and RiverDeep for targeted eighth grade students who performed below mastery on school authored assessment.	Assistant Principal, Science Department Chair, Curriculum Specialist	11/11/2006	02/10/2007	Small Learning Communities	\$500.00
Conduct hands-on activities using inquiry-based thinking skills with particular emphasis on both Earth and Space Sciences and Scientific Thinking using the Holt Earth Science text and the Glencoe Technology Teacher Implementation package.	All Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize FLDOE provided Item Specifications and FCAT science vocabulary in all grades to increase student comprehension with particular emphasis on both Earth and Space Sciences and Scientific Thinking using Examview Learning Series and Edusoft as assessment.	All Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Require all advanced, honors and gifted science students to participate in Science Fair to promote higher order critical thinking skills while utilizing Glencoe Florida Science and Prentice Hall Biology-Exploring Life Materials.	Assistant Principal of Curriculum, Science Department Chairs, Curriculum Specialist	9/05/2006	02/01/2007	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe Florida Science, Level 6,7,8, Glencoe Technology Teacher Implementation Package; Holt Earth Science, Holt Technology Teacher Implementation Package; Prentice Hall Biology-Exploring Life, Prentice Hall Technology Teacher Implementation Package; ScienceSaurus; RiverDeep; Examview Learning Series; Edusoft

Professional Development

Provide teachers with CRISS training from September to May
(2006-2007)

Teachers will attend Vertical Teaming Meetings within the feeder pattern from October to May(2006-2007)

Teachers pursue courses for Gifted Certification through TEC from October to May (2006-2007)

Teachers attend two day Science Fair workshop in September 2006

Teachers will be given training in using the new Science Pacing Guides

Teachers will be given training in using the Item Specifications

Teachers will be given training in using the new textbooks and supplemental materials

Evaluation

Formative: School-site authored assessments will consist of pre/post test each nine weeks based on the Florida Science Sunshine State Standards to be covered each marking period as outlined in the new Science Pacing Guides.

Summative: 2007 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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Analysis of the 2005/2006 Title 1 Administration Parent Involvement Monthly School Report indicates that 163 parents attended the August Title 1 Parent Orientation meeting based on the attendance sign-in sheets. In September, the attendance for the Title 1 Parent Orientation meeting rose to 1076 parents. In November, the attendance for the Title 1 Parent Orientation meeting decreased to 591 parents. Centennial provided 26 total Parent involvement activities and of those activities, 859 parents attended. Attendance rates of parents to EESAC and PTSA meetings remain low, less than one percent based on sign-in sheets from the 2005/2006 school year. The school needs to increase opportunities for parents to be involved in support of the school and support their child's education by utilizing the automated phone service to notify parents of upcoming events and meetings.

Measurable Objective

Given a school-wide focus on parental involvement, parent participation will increase by three percent as evidenced by the increase in number of total attendance signatures during the 2006-2007 school year as documented by attendance logs and compared to attendance logs verifying 859 total attendance signatures at parent activities during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide information on Parent Academy courses to increase parental involvement in The Parent Academy (TPA)	Assistant Principal of Curriculum, Community Involvement Specialist	8/14/2006	5/31/2007	Community Partnerships	\$0.00
Increase communication with parents through written notices, letters, use of marquee, school website, school newspaper, etc	Principal, Assistant Principal, Community Involvement Specialist	8/14/2006	5/31/2007	Community Partnerships	\$100.00
Increase opportunities for parents to attend Saturday class activities, i.e. career mentoring, computer training, tutorial services	Assistant Principal of Curriculum, Career Specialist, Community Involvement Specialist	8/14/2006	5/31/2007	Community Partnerships	\$1000.00
Provide increased opportunities to participate in school activities such as Math/Science Night, Curriculum Fair, transitioning student orientation	Assistant Principal of Curriculum, Career Specialist, Community Involvement Specialist	8/14/2006	5/31/2007	Community Partnerships	\$1000.00
Provide all teachers with a computer and internet access to implement Excelsior Gradebook and provide instruction to students and parents on the utilization of the on-line grade book to monitor student achievement.	Principal, Computer Technology Specialist	08/14/2006	05/31/2007	Continuous Improvement Model	\$0.00
Recruit and encourage parental involvement in PTSA using the National PTSA National Standards program, EESAC, Band Booster Club, and other school related activities through increase parent notification processes such as marquee, monthly calendar, and school internet web page.	Principal, Community Involvement Specialist, Club Sponsor, EESAC Chairperson	8/14/2006	5/31/2007	Community Partnerships	\$100.00
Utilize the automated phone service to notify parents about upcoming events and meetings.	Principal Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

National PTSA National Standards for Parent and Family Involvement Programs

Professional Development

N/A

Evaluation

2006/2007 PTSA membership sign in sheets and EESAC attendance sign in sheets.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

To provide high quality education in a safe and secure environment.

Needs Assessment

An analysis of the 2006/2007 Suspension Count Report indicates that 405 students were suspended in 2005/2006 on outdoor incidents. Additionally, 127 students were suspended in 2005/2006 on indoor incidents. During the 2005-2006 school year, major incidents account for 20 percent of the number of referrals written and minor incidents accounted for 76 percent of the referrals. The number of outdoor suspensions (405) during the 2005-2006 year was approximately three times the number of recorded indoor suspensions (127). Centennial has a need to decrease the number of recorded indoor and outdoor suspensions by improving the implementation of the CMS Progressive Discipline Plan which involves more intervention strategies.

Measurable Objective

Given the implementation of the CMS Progressive Discipline Plan, the number of indoor and outdoor suspensions will be reduced as evidenced by a decrease of five percent on the 2006-2007 Student Case Management System Report as compared to the 2005-2006 Student Case Management System Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize indoor exclusion process and parent conferences to decrease the number of major incidents	Classroom Teachers, Grade Level Administrators	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Increase parental notification of inappropriate behavior to decrease the number of assigned detentions	Classroom Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$100.00
Decrease the number of outdoor exclusion for major incidents by implementing a school designed progressive discipline plan	Grade Level Administrators	8/14/2006	5/31/2007	District Strategic Plan	\$100.00
Utilize referral process to grade level administrators using the CMS Progressive Discipline Plan.	Classroom Teachers, Grade Level Administrators	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Implement the Progressive Discipline Plan approach to student behavior which begins with verbal warnings	Classroom Teachers	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Reward students who demonstrate appropriate behaviors periodically through participation in Fun Day and Jeans Day based on school attendance, homeroom recognition for attendance, and the Principal's Student of the Month.	Assistant Principal, Classroom teachers, Attendance clerk	8/14/2006	5/31/2007	District Strategic Plan	\$0.00
Provide opportunities to behavioral at-risk students to participate in the Role Model 5000 Program and Eves of Essence program.	Community Involvement Specialist Club Sponsors	8/14/2006	5/31/2007	District Strategic Plan	\$0.00

Research-Based Programs

Progressive Discipline Plan

Professional Development

Positive behavior discipline system training for all faculty members

Evaluation

The Miami-Dade County Public Schools Student Case Management System 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 checked="" 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 7 STATEMENT:

Centennial Middle School will encourage the full integration of technology in all subject areas to improve student achievement.

Needs Assessment

Based on the 2004 STAR School Profile, Centennial Middle School's use of technology is comparable to county and state averages. Specifically, technology administrative support is relatively higher than the county and state average, scoring at stage three (advanced planning). Moreover, technology support rates at stage four (target support). Additionally, educators employed at Centennial rate teacher access, use and professional development of technology at the intermediate to advanced stage which meets or exceeds county and state averages. In contrast, the STAR report reveals that student access and use of technology is slightly lower scoring at 2.2 (intermediate stage) than the county average. Student accountability standards measure at stage four (target), 1.8 points higher than the county and state average. Additionally, teacher accountability standards measure at stage three (advanced planning), 0.8 points higher than the county and state average. Student academic environments have computer and internet access in all subject areas.

Measurable Objective

Given a school-wide focus on technology, student access and use will score 3.0 points measuring at stage 3 advanced as evidenced by the next reporting of the STAR Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Riverdeep program as an instructional tool through all math and science classes	All Science and Mathematics Teachers, Curriculum Specialist	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Implement FCAT Explorer as an instructional tool through all reading and math classes	All Reading, Language Arts, and Mathematics Teachers, Curriculum Specialist, Reading Coaches	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Integrate technology into the instructional process by providing teacher professional development on programs and software available	Curriculum Specialist, Reading Coaches, Department Chairs	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Increase use of computer technology to monitor student achievement in all curricular areas using software and internet programs such as FCAT Explorer, Riverdeep, Holt Intervention, Edustrands (SWD), ClassWorks (Enrichment after-school tutorial program) in all grades.	Media Specialist, Computer Specialist, ESE Specialist, Enrichment Tutor	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Provide all teachers with a computer and internet access to implement Excelsior Gradebook and provide instruction to students and parents on the utilization of the on-line grade book to monitor student achievement.	Principal, Computer Technology Specialist	8/14/2006	5/31/2007	Continuous Improvement Model	\$3000.00

Research-Based Programs

Riverdeep

Professional Development

Teachers will be provided professional development on the following:

Edustrands

Classworks

FCAT Explorer

Accelerated Reader

Riverdeep

Excelsior Gradebook

Evaluation

Formative

2006 STAR Survey

Evaluative Survey throughout the year to determine the needs of teachers and students

Summative

Next Reporting of the STAR Survey

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 type="checkbox"/>	<input 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 8 STATEMENT:

Students will achieve and maintain a life-long positive attitude towards physical and health related fitness.

Needs Assessment

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. Data from the 2005/2006 FITNESSGRAM test reveals that out of the 398 students enrolled in Physical Education, 60 percent were awarded with gold and silver awards. Of the 60 percent awarded, 28 percent were awarded gold and 32 percent were awarded silver. Centennial will strive to raise the percentage of students receiving awards by five percent on the 2006/2007 FITNESSGRAM test.

Measurable Objective

Given instruction based on the Physical Fitness program, 65 percent of students taking Physical Education at Centennial Middle School will achieve a gold or silver award on the 2006/2007 FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Principal, Assistant Principal, P.E. Department Chair, P.E. Teachers	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Develop an action plan to insure input from the department to meet the goals and objectives as stated.	Department Chair	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Assistant Principals	8/14/2006	5/31/2007	Continuous Improvement Model	\$100.00
Utilize the FITNESSGRAM test, and administer a pre-test to determine baseline measures. Comparing pre- and post-test data will provide valid measures of student/school improvement. This will further provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives.	Principal Assistant Principal, P.E. Department Chair, P.E. Teachers	8/14/2006	5/31/2007	Continuous Improvement Model	\$100.00

Research-Based Programs

FITNESSGRAM Program

Professional Development

FITNESSGRAM training for all physical education teachers not previously trained.

Evaluation

Centennial will administer the FITNESSGRAM, health-related fitness test.

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"/>

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 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

Analysis of the 2006 enrollment data reveals that 75 percent of students in grades six through eight are enrolled in 95 sections of elective and special area course offerings, excluding Intensive Reading and Mathematics electives. Specifically, 62 percent of students eligible for elective courses in grades six through eight are enrolled in an Intensive Reading or Intensive Mathematics course. This enrollment selection is based on student achievement levels from the 2006 FCAT assessment. Centennial offers courses in beginning and advanced art with 108 students enrolled; beginning, symphonic, jazz, and concert band with 125 students enrolled; beginning and advanced dance with 99 students enrolled; and beginning and advanced woodshop with 121 students currently enrolled. However, there is a need for more elective offerings such as a chorus program to attract more students to Centennial Middle school. Centennial will also participate in the seventh grade initiative, Middle Moves. Student Services will implement the initiative through the Social Studies department.

Measurable Objective

Given current data based on the 2006/2007 Electives enrollment, 47 percent of students in grades six through eight will enroll in elective courses as compared to the 2005/2006 Elective enrollment of 48 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide after school enrichment activities in Art, Music, computer programming, and Dance.	Career Specialist-Administrative Assistant	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Increase participation in extra curricular sports program by offering intramural sports opportunities after school	Physical Education Teachers, Coaches, Faculty	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Create additional advanced courses in elective areas	Elective teachers, Counselors, Curriculum Specialist	8/14/2006	5/31/2007	Continuous Improvement Model	\$0.00
Reduce the number of students enrolled in intensive reading and mathematics classes by providing data driven instruction which will improve student performance. Adding additional reading and math sections will reduce class sizes and improve student reading and math performance on the FCAT test. This will in turn increase enrollment in elective areas.	Assistant Principal of Curriculum, All Teachers, Reading Coaches, Curriculum Specialist	8/14/2006	5/31/2007	Continuous Improvement Model	\$200.00
Implement Middle Moves Initiative through all seventh grade Social Studies classes utilizing the District developed curriculum.	Assistant Principal of Curriculum, Student Services, Social Studies Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

District developed Middle Moves Curriculum

Professional Development

N/A

Evaluation

Formative:

August 2006 enrollment data

Summative:

May 2007 enrollment data

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Centennial Middle School will increase our percentile score on the statewide ROI index of value and cost effectiveness of its programs by five percent.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Centennial Middle School ranked at the 13th percentile on the State of Florida ROI index. Specifically, Centennial ranked 53 percent of the highest ROI value as compared to similar schools in the district. Fifty-six percent of full academic students made learning gains in reading. Sixty-four percent of full academic students made learning gains in mathematics. Centennial is in the middle third of all middle schools in the State in the Return on Investment measure. Centennial is in the middle third on percent of students making learning gains, and in the upper third in the State on money spent per student.

Measurable Objective

Centennial Middle School will improve its ranking on the State of Florida ROI index publication from the sixteenth percentile in 2004 by five percent on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal	8/14/2006	5/31/2007	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Community Involvement Specialist	8/14/2006	5/31/2007	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Career Specialist- Administrative Assistant, Community Involvement Specialist	8/14/2006	5/31/2007	Community Partnerships	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals, Treasurer, Career Specialist- Administrative Assistant	8/14/2006	5/31/2007	Community Partnerships	\$100.00

Research-Based Programs

N/A

Professional Development

Financial resources in-service for all teachers

Evaluation

On the next State of Florida ROI index publication, Centennial Middle School will show progress toward reaching the 20th 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 recommended budget expenditures in the areas of instructional and curriculum materials and equipment through teacher submitted grants and proposals.

Training:

The EESAC recommended professional development for staff new to the school as well as continued staff development in the areas of math, reading, and writing throughout the curriculum to support the School Improvement Plan.

Instructional Materials:

The EESAC recommended the acquisition of instructional materials which would enhance the curriculum such as pocket dictionaries and other FCAT related materials.

Technology:

The EESAC recommended that the school support the Electronic Gradebook and continue to seek funds to improve the overall technology level of the school. Also, the EESAC recommends school-site professional development in the technology components of the School Improvement Plan.

Staffing:

The EESAC recommended the hiring and retention of highly qualified teachers and encouragement of teachers to become National Board Certified and Gifted endorsed.

Student Support Services:

The EESAC recommended that Student Services should continue to encourage parental involvement by holding parent/student conferences.

Other Matters of Resource Allocation:

The EESAC recommended that the school faculty and staff pursue professional development in grant writing as a source of alternate funding. In addition, the EESAC committee recommended increase awareness of private funding i.e. Target, Washington Mutual, and Ocean Bank.

Benchmarking:

The EESAC recommended receiving a quarterly report on the school's benchmarking efforts related to each School Improvement Objective.

School Safety & Discipline:

The EESAC recommended maintaining the focus on character building through the use of Kaleidoscope student activities. In addition, the EESAC recommended the participation of role models to motivate students to achieve. The EESAC recommended the school increase the number of students participating in character building clubs such as 5000 Role Models, Eves of Essence, D-Fy-It and recognition for Doing the Right Thing.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$2,300.00
Goal 2: Mathematics	\$3,000.00
Goal 3: Writing	\$500.00
Goal 4: Science	\$500.00
Goal 5: Parental Involvement	\$2,200.00
Goal 6: Discipline & Safety	\$200.00
Goal 7: Technology	\$3,000.00
Goal 8: Health & Physical Fitness	\$200.00
Goal 9: Electives & Special Areas	\$200.00
Goal 10: Return On Investment	\$100.00
<hr/>	
Total:	\$12,200.00

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