
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6131 - Howard A. Doolin Middle School

FeederPattern: John A. Ferguson Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Eduardo Tillet

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Howard A. Doolin Middle School

Howard A. Doolin Middle School is located on seventeen acres in the West Kendall area of Miami-Dade County, Florida at 6401 SW 152 Avenue. The school was constructed nine years ago and has an impressive architectural design. The school is a cluster of nine classroom buildings, two portable classrooms and one administrative building. The campus is adorned with native landscaping and includes special features such as: a butterfly garden, two pavilions, two softball fields, four basketball courts, tennis courts and handball courts. The students, faculty and staff enjoy the use of a state of the art auditorium and media center with access to the World Wide Web. Additionally, the campus houses one Accelerated Reader computer lab, three mathematics computer labs which runs Riverdeep Software, two language skills development labs, two Intensive Reading Labs and two Vocational Labs. The school also has a full complement of cultural arts, athletic programs and science laboratories. The students at Howard A. Doolin Middle School's educational experience are enriched with a variety of both academic and non-academic programs. The school serves students in a Gifted Program providing academic excellence in mathematics, language arts, social studies and science. This program is available to students staffed in the Gifted Program. The NASA Explorer School Program provides opportunities to build mathematics, science and engineering skills with an aeronautical theme. Students have the opportunity to participate in robotics and communicate through teleconferencing with scientists and astronauts at NASA facilities. The Exceptional Education Program offers specialized instruction in various exceptionalities. It provides instruction in functional and basic skills with emphasis upon the Florida Student Performance Standards. Enrollment is determined by the Individual Educational Plan for each student. The English for Speakers of Other Languages Program addresses the needs of Limited English Proficient Students (LEP) through the application of second language strategies. It also enables native speakers of languages other than English to develop proficient reading, writing, listening, viewing and speaking skills in the English language. The school receives Title I assistance based on students receiving free and reduced lunch.

Given instruction using the Sunshine State Standards, students in grades six through eight will increase their reading skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Students With Disabilities will increase their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient Students will increase their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient Students will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, eighth grade students will improve their writing skills as evidenced by 90 percent of the students achieving 3.5 or higher on the 2007 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in eighth grade at Howard A. Doolin Middle School will improve their science process skills as evidenced by at least 45 percent of the students scoring at level 3 or higher on the 2007 administration of FCAT Science Test.

Given the schoolwide emphasis on parental and community involvement, Howard A. Doolin Middle School will increase the number of Title 1 Parental Workshops from six to eight as evidenced by meeting agendas.

Given the implementation of the Positive Behavior Support program Howard A. Doolin Middle School will reduce the number of student Code of Conduct infractions by five percent as evidenced by the Miami-Dade County Public Schools' COGNOS, School Wide Information System(SWIS) and Case Management System of student Code of Conduct.

Given instruction using the Sunshine State Standards, students in sixth through eighth grade at Howard A Doolin Middle School will increase the use and knowledge of technology in the 2006-2007 school year, as evidenced by the completion of at least two technology based assignments in content area classes and noted in teacher grade books.

Given instruction based on the Miami-Dade County Public Schools' mandated FITNESSGRAM standards, students in sixth through eighth grade at Howard A. Doolin Middle School will improve their fitness skills

as evidenced by a minimum of 70 percent of the students receiving a gold or silver award on the 2006-2007 administration of the FITNESSGRAM Test.

Given instruction using the Sunshine State Standards, students in sixth through eighth grade will show a two percentage point increase in the number of students enrolled in advanced level elective course selections as evidenced by 2007-2008 subject selection forms and the master schedule.

Howard A. Doolin Middle School will improve its ranking on the State of Florida Return On Investment index publication from the 53rd percentile in 2004-2005 to the 60th percentile on the next publication of the index.

Based on the results of the 2006-2007 Organizational Performance Improvement Snapshot survey the two areas in need of most improvement were Strategic Planning and Business Results. These areas were selected because they were the areas for which the staff were least satisfied with an overall score of 3.7. These areas will be addressed at EESAC meetings and by implementing a "Faculty Share Time" at faculty meetings. Faculty and staff will have an opportunity to make suggestions and participate in the development of some school program budgets as well as by developing action plans to address areas of concern within the school. Feedback and recognitions will be provided for individuals and departments at bi-monthly department and faculty meetings.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Howard A. Doolin Middle School

VISION

We are committed to prepare students to become productive citizens of our community.

MISSION

To motivate all students to achieve academic excellence by enhancing their potential with innovative teaching strategies.

CORE VALUES

CORE VALUES

Citizenship

Helping to create a society based on democratic values

Cooperation

Working together to reach goals

Fairness

Treating people the same without playing favorites

Honesty

Dealing truthfully with people

Integrity

Doing what is right and what you say you will do

Kindness

Being caring and gentle toward all living things

Pursuit of excellence

Doing your best and not giving up

Respect

Showing regard for the dignity of persons and things

Responsibility

Thinking before you act and being accountable for your actions

School Demographics

Howard A. Doolin Middle School is located in the southwestern section of Miami-Dade County in West Kendall. It was named after Dr. Howard A. Doolin: a past music superintendent of Miami-Dade County Public Schools and is one of approximately 337 public schools in the district. The school is located amid an expanding suburban multicultural area with the student body reflecting the ethnic flavor of the surrounding community.

Howard A. Doolin Middle School employs a total of 100 full time staff members. Of this group, three are administrators, 63 are classroom teachers, three are guidance counselors, one is a TRUST counselor, one is a Community Involvement Specialist, one is a Reading Specialist, one is a Home Language Assistance Program paraprofessional, five are classroom paraprofessionals, seven are clerical, two are food service workers, six are security monitors and ten are custodians. There are 12 part time food service workers. The racial/ethnic composition of the faculty is as follows: 22 percent White, 16 percent Black and 62 percent Hispanic. Howard A. Doolin serves 1,009 students from the surrounding neighborhood, consisting of 74 percent standard curriculum students, 13 percent Exceptional Student Education students and 13 percent English for Speakers of Other Languages students. The ethnic/social makeup of the student population is 87 percent Hispanic, eight percent White Non-Hispanic, one percent Black Non-Hispanic, one percent Asian and one percent Multiracial.

The school is in the third year of implementation of the All Students All Schools (ESE Inclusion) and the NASA Explorer School Program Grant. The school also received the Little Red School House Award for outstanding programs and an award for having the most membership in the Dade Reading Council. The school also received the Title III Grant for Implementing Technology in the ESOL Program.

The school offers a very strong curriculum in science education for which it was awarded the NASA Explorer School Grant. In the past the students have outscored the state and the district in the science sub-test of the FCAT. The school also has a strong elective program in the areas of both fine and practical arts. The school is faced with the challenge of having all of the subgroups perform at or above grade level in the content areas. Traditionally students enrolled in the Exceptional Student Education Program and the English for Speakers of Other Languages have not met the standards as outlined in the No Child Left Behind Act. The level of parental involvement has also been an area of concern for the school. The strategies that will be implemented in the 2006-2007 school year will hopefully serve as corrective measures for these areas.

School Foundation

Leadership:

Based on the responses to the leadership section on the survey the staff members at Howard A. Doolin Middle School are very satisfied with the leadership and the environment that is provided to assist them in doing their job. The faculty and staff know the mission and the goals of the school.

District Strategic Planning Alignment:

Although the staff at Howard A. Doolin middle School is sometimes involved in the planning process and know how well they or their group are doing, they need to be more involved. They would like to be more involved by using their ideas and assistance in making future plans.

Stakeholder Engagement:

The staff is very engaged with the school's stakeholders. They are aware of the needs of the stakeholders, work towards satisfying those needs and keep the lines of communication open with their customers. The staff at Howard A. Doolin Middle School are very service oriented; they know the needs of their customers and strive to satisfy those needs.

Faculty & Staff:

The faculty and staff at Howard A. Doolin Middle School are very goal oriented. They are able to work as a team to analyze the effectiveness of their work and determine if changes are needed. They are also able to make decisions about their work based on this analysis.

Data/Information/Knowledge Management:

The data shows that the faculty and staff at Howard A. Doolin Middle School feel very satisfied about their safety. However, they would like to be more recognized for the work they do.

Education Design:

Based on the results of the survey, the staff at Howard A. Doolin Middle School is sometimes satisfied with the overall improvement model of the school. They are concerned about the availability of resources and processes to get their work done.

Performance Results:

The faculty and staff are satisfied with the quality of their work and the job they do as well as the assistance they are given to help the school community. However, they are not as satisfied with the way their time is being used and the removal of obstacles in making progress. The staff would also like to be kept abreast of the school's financial status.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Open positions within the school are advertised on the Miami-Dade County Public Schools' website. Howard A. Doolin Middle School provides opportunities for leadership and career advancement to serve as Department Chairpersons, Team Leaders, Professional Growth Team Mentor Teachers, Educational Excellence School Advisory Council (ESSAC) and Parent Teacher Student Association (PTSA) member positions. There are 64 highly qualified teachers employed at Howard A. Doolin Middle School. Three of these teachers are National Board certified, one has a doctorate degree 23 have masters degrees or they are in the process of obtaining one. One teacher is in the process of obtaining a doctorate degree and another National Board Certification.

• Highly Qualified, Certified Administrators:

There are three highly qualified certified administrators at Howard A. Doolin Middle School. Mr. Eduardo Tillet has been an educator for the past 27 years. During this period, he has served as a school administrator for 17 years as a principal and assistant principal. Mr. Tillet is certified in Administration and Supervision as well as Industrial Arts Technology Education. He holds an Educational Specialist Degree in Administration and Supervision and a Masters of Science in Industrial Arts/Technology Education. As an Assistant Principal, he spearheaded programs at a local middle school to raise student achievement and phased the introduction of FCAT. As a principal, he stressed the importance of teacher training and innovative teaching strategies in his efforts to raise student achievement. He is instrumental in developing and implementing positive changes at the school site. Mr. Tillet's ability to communicate with all stakeholders allow his vision for student achievement to be realized through programs such as FCAT Tutoring program. Under his leadership, as a Principal, Howard A. Doolin Middle School raised its school grade from a "C" to be "B", maintained the "B" for four years and last year the school moved from a "B" to an "A". This was accomplished by aligning the curriculum with the Sunshine State Standards and providing staff development to the faculty by stressing the importance of individualized student instruction. Mr. Tillet has a proven record of raising student achievement and is a highly qualified school administrator.

Mrs. Hilca Thomas, Assistant Principal in charge of curriculum, has been an Assistant Principal for seven years, a Lead Teacher for two years, and a classroom teacher for ten years. Mrs. Thomas is certified in Educational Leadership, Biology (sixth-twelfth grades), Economics (sixth-twelfth grades), Sociology (sixth-twelfth grades). Mrs. Thomas received a Bachelor of Arts in Zoology from the University of the West Indies, a Masters of Science in Biology Education from the University of Miami and certification in Educational Leadership from Nova Southeastern University. As a middle school Science Department Chairperson, Mrs. Thomas implemented initiatives that resulted in a nine percent increase in the Science SAT scores. As a Lead Teacher she established an Aerospace/Aviation, Travel & Tourism Magnet Program in order to motivate students and improve to Mathematics, Science and Engineering skills. Mrs. Thomas has served as a member of the Miami-Dade County Public Schools Mathematics and Science Comprehensive Plan Advisory Board. As an Assistant Principal, she has supervised the curriculum at Howard A. Doolin Middle School and has obtained grants such as the NASA Explorer School and ALL Students ALL Schools Exceptional Student Education Inclusion grants. She has successfully guided efforts to increase student achievement as evidenced by rising FCAT scores. She has successfully completed the Miami-Dade County Public Schools Principal Preparation Program. These are some examples of Mrs. Thomas' accomplishment in raising student achievement. Her experience and dedication make her a highly qualified administrator.

Mrs. Marlene Iza-Rodriguez is in her second year as an Assistant Principal. Mrs. Iza-Rodriguez received a Bachelor of Science in Psychology and a Master of Science in Special Education from Florida International University and completed the Educational Leadership Certificate Program. She is certified in Varying Exceptionalities and Educational Leadership. She was accepted in

Florida International University's College of Education Doctoral Program and will begin her studies in the spring. Mrs. Iza-Rodriguez taught Special Education classes in a middle school for five years and spent one year working in the School Center for Specialized Instruction (SCSI). During her time as the SCSI instructor, she implemented a character education behavior program for students with discipline problems. This program resulted in a reduction of school wide behavioral problems and suspensions. This in turn led to increased academic achievement and provided students with the ability to take action for their behaviors and focus on their studies. These are just a few examples that make Mrs. Marlene Iza-Rodriguez a highly qualified administrator.

• Teacher Mentoring:

At Howard A. Doolin Middle School beginning teachers are placed on a Professional Growth Team (PGT), consisting of the beginning teacher, a mentor assigned by the administration and a colleague teacher selected by the beginning teacher. Mentor teachers received training for their role as mentors as part of the Professional Assessment and Comprehensive Evaluation System (PACES). Teachers on the PGT have successfully demonstrated the skills and professionalism that goes into educating students. These teachers have a wealth of content knowledge, excellent techniques of instruction as well as classroom management. They provide feedback and guidance to the beginning teachers in these areas. As part of the PGT activities, beginning teachers attend monthly meetings conducted by an Assistant Principal. During these meetings, teachers receive a variety of assistance ranging from classroom management training to contractual rights and obligations such as required by PACES. Department chairpersons and team leaders serve as additional resource personnel. The school fosters a sense of cooperation, communication and collegiality among faculty and staff members in an effort to raise student achievement.

• School Advisory Council:

The Educational Excellence School Advisory Council (ESSAC) at Howard A. Doolin Middle School consists of the Principal, seven parents, one student representative, five teachers, one educational support representative, one United Teachers of Dade representative and one community business representative. This council meets on a monthly basis to review the school's progress towards meeting the goals set forth in the School Improvement Plan. ESSAC meetings allow stakeholders to bring their concerns to the school and committees work to find the best ways to address these concerns. Schoolwide initiatives are presented to the council to allow stakeholders to have participation in the decision making process. The ESSAC reviews the school's budget and determines the expenditures of funds in the ESSAC budget. ESSAC also provides funding in the form of Teacher Mini-Grants in order to enhance innovative classroom teaching.

• Extended Learning Opportunities

Extended learning opportunities are provided to all students scoring levels one and two on the 2006 FCAT Reading and Mathematics Test. Students attend the FCAT Academy before school, after school, Mondays through Thursday for one hour. Students receive small group tutorial in remedial Reading, Mathematics and Writing skills as well as test taking strategies. Students also receive tutoring in all academic and elective areas on Thursday mornings before school given by the subject teacher.

The All Stars Program is an after school enrichment program where students are provided with home learning assistance, arts and crafts, computer education, and recreational activities Monday through Friday for two hours after school.

• School Wide Improvement Model

Howard A. Doolin Middle School utilizes the Plan Do Study Act (PDSA) research-based school improvement model to develop, monitor and adjust the delivery of instructional programs in order to maximize learning gains. This model is used to identify specific benchmarks that students have difficulty mastering in the areas of mathematics and reading comprehension. A team of teachers analyzed the FCAT test scores from the 2005-2006 school year and identified the specific benchmarks where students showed the greatest degree of difficulty. This data was used to plan instructional strategies focusing on these benchmarks. The strategies are being implemented in mathematics and language arts classes as part of the school's long range curriculum plan.

Interim assessment will evaluate the process and its impact on student achievement. Necessary changes and best practices will be determined by data analysis. The evaluation process will be ongoing in order to stay abreast of learning gains or deficiencies. Since this model was successful in raising the school's grade from a "C" to a "B" and now to an "A" it is being implemented once again to ensure the school's success with the No Child Left Behind (NCLB) Federal requirements.

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 checked="" type="checkbox"/>

GOAL 1 STATEMENT:

The students at Howard A. Doolin Middle School will improve their reading and literacy skills.

Needs Assessment

Based on the results of the 2006 FCAT it has been determined that students in grades six through eight have shown improvement. The data shows that 54 percent of the students at Howard A. Doolin Middle School scored at or above level 3 in reading. Analysis of individual subgroups showed the following trend in mastery. White students showed an increase of 14 percent from 43 percent in 2005, to 57 percent in 2007. The Hispanic subgroup showed a 13 percent increase, from 41 percent in 2005 to 54 percent in 2006. The Economically Disadvantaged subgroup also showed an increase of 15 percent, from 37 percent in 2005 to 52 percent in 2006. The Limited English Proficiency subgroup showed a three percent decline from 37 percent, in 2005 to 34 percent in 2006. The scores of Students with Disabilities increased from 13 percent to 20 percent. Students at Howard A. Doolin Middle School need to improve their skills in Main Idea.

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 checked="" type="checkbox"/>	<input 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 checked="" 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 skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, Students With Disabilities will increase their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient Students will increase their reading skills as evidenced by 51 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement the research-based Comprehensive Reading Plan as part of the Rigorous Reading Requirement which stipulates that students read a minimum of 30 minutes per day in content area classes and at home.	Assistant Principal for Curriculum, Language Arts Department Chairperson, and Homeroom teachers.	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Sponsor school wide motivational reading activities which foster reading through a school incentive program linked to the Accelerated Reader Program with emphasis on Main Idea.	Assistant Principal for Curriculum, Language Arts Department Chairperson, Media Specialist and Reading Coach.	08/14/2006	05/30/2007	Inclusion	\$0.00
Implement the Continuous Improvement Model by giving teachers access to The Teacher Portal to obtain data to determine students' content mastery levels and formulate remediation for all FCAT Levels 1 and 2 students.	Principal, Assistant Principal for Curriculum, Reading Coach and language arts teachers	08/14/2006	05/20/2007	Continuous Improvement Model	\$0.00
Develop nine-week coordinated curriculum and instructional strategies by content cluster to monitor progress in implementing the Competency Based Curriculum and Sunshine State Standards' benchmarks, using the District Pacing Guides.	Assistant Principal for Curriculum, Language Arts Department Chairperson and teachers.	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide instruction in ways to determine main idea and practice this skill by reading novels, passages and articles.	Assistant Principal for Curriculum, Language Arts Department Chairperson, and Language Arts	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

	teachers.				
Utilize Differentiated Instruction to address the academic deficiencies and learning styles of Students With Disabilities, Limited English Proficient, Levels 1 and 2 students in Intensive Reading classes.	Assistant Principal for Curriculum, Reading Coach and reading teachers.	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide language arts teachers professional development activities to strengthen their skills in reading strategies with an emphasis on Main Idea, to improve reading instruction .	Assistant Principal for Curriculum, Language Arts Department Chairperson, Language Arts teachers and Reading Coach.	08/14/2006	05/20/2007	Communities of Practice	\$0.00
Identify and monitor target groups of Students With Disabilities, Limited English Proficient students as well as students scoring Level 1 and 2 on the 2006 FCAT reading test. Provide Intensive Reading, Reading Plus and small group tutorials using Classworks and Passageways in order to maintain having at least 54 percent of students scoring at or above Level 3.	Assistant Principal for Curriculum, Language Arts Department Chairperson and teachers.	08/14/2006	05/30/2007	District-wide literacy plan	\$10000.00

Research-Based Programs

Language Arts classes use the state adopted textbook from Prentice-Hall, “Timeless Voices, Timeless Themes” and the Prentice Hall “Writing and Grammar – Communication in Action” (copper for sixth grade, bronze for the seventh grade and silver for the eighth grade). Intensive Reading classes use the Scholastic Read Excel program. Before school and after school tutorial classes use FCAT Explorer, Passageways textbooks by Curriculum Associates and Classworks program to maintain the percentage of students scoring Level 3 and higher.

Professional Development

Howard A. Doolin Middle School’s Language Arts Department has bi-monthly meetings that provide teachers with professional development opportunities to ensure compliance with the goals set forth by the School Improvement Plan. The school’s Reading Coach conducts faculty trainings on reading strategies and strategies to address reading in the content areas such as identifying main idea and how best to address individual learning styles by utilizing differentiated instruction.

Evaluation

The District Interim Assessments will be utilized three times per year to monitor student progress. Adjustments will be made to reading instruction based on data results. Teacher made examinations will compliment the Interim Assessments. Accelerated Reader, STAR Test and FCAT Explorer will be used on an ongoing basis to provide student progress data for analysis. The 2007 FCAT Reading Test will also serve as an evaluation tool. Teachers will use Gates-McGinitie and MAZE to help monitor the progress and needs of students in all Intensive reading classes.

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

GOAL 2 STATEMENT:

The students at Howard A. Doolin Middle School will improve their mathematics application and computation skills.

Needs Assessment

Based on our analysis of the 2006 FCAT test scores it has been determined that students in grades six through eight have shown a decline in the percentage of students scoring at or above grade level in mathematics. In 2006 49 percent of students in grades six through eight scored at or above grade level as compared to 52 percent in 2005. Data analysis of individual subgroups showed a downward trend during the comparison period for all subgroups. White subgroup showed a decrease of five percent, from 51 percent in 2005 to 46 percent in 2006. Hispanic subgroup scores showed a three percent decrease from 52 percent in 2005 to 49 percent in 2006. Economically Disadvantaged subgroup showed one percent decrease from 48 percent in 2005 to 47 percent in 2006. Limited English Proficiency Students showed a one percent decrease from 36 percent in 2005 to 35 percent in 2006. Students With Disabilities also showed a two percent decrease from 13 percent in 2005 to 11 percent in 2006. As evidenced by the data, students in grades six through eight must show improvement in their test scores to score a minimum of 56 percent scoring at or above grade level. In addition, the content cluster analysis showed that the students at Howard A. Doolin Middle School have performed at the same level as the District and the State in all content clusters. However, of all the content clusters the students performed the lowest in algebraic thinking; they scored 38 percent in this content cluster.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient Students will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the first 30 minutes of class periods to practice math application problems and expose students to different types of problems and solution strategies.	Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teachers.	08/14/2006	05/30/2007	Transition and Articulation Programs	\$0.00
Utilize graphing calculators to analyze linear and quadratic equations and utilize data from historical events to create a Scientific Notation Project.	Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Utilize FCAT Explorer, Riverdeep and Classworks to practice test taking skills schoolwide.	Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teachers.	08/14/2006	05/30/2007	Small Learning Communities	\$0.00
Participate in bi-monthly departmental staff development activities to incorporate the use of technology and manipulatives with an emphasis on algebraic thinking.	Assistant Principal for Curriculum, Mathematics Department Chairperson and Mathematics teachers.	08/14/2006	05/30/2007	Communities of Practice	\$0.00

Utilize differentiated instruction to address the learning styles and academic deficiencies of Limited English Proficient, Students with Disabilities, Hispanic, Economically Disadvantaged students and Levels 1 and 2 students in Intensive Mathematics and Algebraic Thinking classes.	Assistant Principal for Curriculum, Department Chairperson and teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Identify Levels 1 and 2 students, provide tutorial services before school and after school. In addition, utilize Algebraic Thinking mathematics program to develop algebraic thinking skills as well as strengthen skills in measurement.	Assistant principal for Curriculum, Department Chairpersons and teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model by providing teachers access to the Teacher Portal and Student Performance Indicator data source to determine students' content cluster mastery levels and formulate remediation for all Hispanic, Economically Disadvantaged, Limited English Proficient students, Students With Disabilities and FCAT Level 1 students.	Principal, Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Identify Students With Disabilities, Limited English Proficient, Levels 1 and 2 students and provide Intensive instruction in small group tutorials using Classworks and Math Advantage. Utilize Algebraic Thinking for the delivery of content strands for Levels 1 and 2 students.	Assistant Principal for Curriculum, Mathematics Department Chairperson and mathematics teachers.	08/14/2006	05/30/2007	Inclusion	\$10000.00

Research-Based Programs

Mathematics classes use Glencoe Mathematics Applications and Concepts textbook (course 1 for sixth grade, course 2 for seventh grade and course 3 for eighth grade) and support materials. The Glenco Algebra 1 and Pre-Algebra textbooks are used in advanced classes.

Professional Development

Howard A. Doolin Middle School provides weekly departmental meetings where teachers are provided professional growth opportunities in the use of technology, manipulatives and instructional techniques. Mathematics teachers teaching Levels 1 and 2 students will receive monthly Algebraic Thinking training.

Evaluation

The District Interim Assessments conducted three times per year along with quarterly Algebraic Thinking Assessments will be utilized to monitor student progress. Adjustments will be made to mathematics instruction based on data results. Teacher made examinations will compliment the Interim Assessments. FCAT Explorer will be used on an ongoing basis to provide student progress data for analysis. The 2007 FCAT Mathematics Test will also serve as an evaluation tool.

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 type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students at Howard A. Doolin Middle School will continue to improve their writing skills.

Needs Assessment

Based on analysis of the 2006 FCAT Writing scores it has been determined that students in eighth grade have shown sufficient improvement in writing. Data analysis of individual subgroups showed that only Limited English Proficient Students did not make Adequate Yearly Progress. Students With Disabilities showed nine percent increase from 82 percent in 2005 to 91 percent in 2006. Based on test results, 95 percent of the students scored at or above the 2005 FCAT writing test achievement Level 3.0 and above. Based on the results of the 2006 test results, 82 percent scored at achievement level 3.5 or higher. The students at Howard A. Doolin Middle School need to concentrate on improving their expository writing skills. Seventy nine percent of the students scored a 3.5 and higher on expository writing as compared to 82 percent on persuasive 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 based on the Sunshine State Standards, eighth grade students will improve their writing skills as evidenced by 90 percent of the students achieving 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		
Determine students' mastery of expository and persuasive writing by providing teachers access to the Teacher Portal and Student Performance Indicator data source.	Principal, Assistant Principal for Curriculum, Language Arts Department Chairperson and teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide students with instruction in the writing process and demonstrate mastery by responding to writing prompts.	Assistant Principal for Curriculum, Language Arts Department Chairperson and Language Arts teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Utilize a six-point rubric to holistically score student essays in a manner consistent with the FCAT Writes test.	Assistant Principal for Curriculum, Language Arts Department Chairperson and Language Arts teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement the Continuous Improvement Model to identify target groups comprised of the lowest performing students on the FCAT writing test and provide tutoring to enhance writing skills and complete an Academic Improvement Plan.	Assistant Principal for Curriculum, Language Arts Department Chairperson, and Language Arts teachers.	08/14/2006	05/30/2007	Small Learning Communities	\$0.00
Participate in bi-monthly departmental staff development activities to strengthen skills with emphasis on the writing process and expository writing.	Assistant Principal for Curriculum, Language Arts Department Chairperson, and Language Arts teachers.	08/14/2006	05/30/2007	Communities of Practice	\$0.00
Utilize graphic organizers in Writing Across the Curriculum within the content area classes with emphasis on expository writing.	Assistant Principal for Curriculum, Language Arts Department Chairperson, and content area teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Language Arts classes use the state adopted textbook from Prentice-Hall, “Timeless Voices, Timeless Themes” and the Prentice Hall “Writing and Grammar – Communication in Action” (copper for sixth grade, bronze for the seventh grade and silver for the eighth grade).

Professional Development

Language Arts teachers will participate in bi-monthly departmental staff development activities to strengthen skills with emphasis on the writing process. Content area teachers will participate in a Writing Across the Curriculum Workshop where writing strategies will be developed by the Language Arts teachers and shared with content area teachers. Eighth grade Language Arts teachers will attend the Writes Traits Writing Workshop to enhance students' writing skills.

Evaluation

District Interim Assessments in writing will be utilized to monitor student progress and adjustment will be made to writing instruction based on the results. Teacher made examinations will compliment the interim assessments. The 2007 FCAT Writing Plus Test will also serve as an evaluation tool.

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 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:

Students will continue to master science process skills and show improvement on the 2007 administration of the FCAT Science Test.

Needs Assessment

Analysis of the 2006 administration of the FCAT science test indicated that only 20 percent of eighth grade students scored at Level 3 and higher. It also showed a decline in the Mean Scale Score, the scores declined by twelve points from 288 in 2005 to 276 in 2006. Although the overall Mean Scale Scores showed a decline, the points earned by content clusters are comparably to that of the state and matches those of the District. The mean points earned by content for Howard A. Doolin Middle School were five points for Physical and Chemical, seven points for Earth and Space, seven points for Life and Environment and six points for Scientific Thinking compared to the five, seven, eight and six points for the corresponding content clusters for the state. The students at Howard A. Doolin Middle School need to increase the percentage of correct answers in the Life and Environmental content cluster to at least that of the State.

Measurable Objective

Given instruction using the Sunshine State Standards, students in eighth grade at Howard A. Doolin Middle School will improve their science process skills as evidenced by at least 45 percent of the students scoring at level 3 or higher on the 2007 administration of FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parents with translations of syllabi, timelines, and strategies to increase LEP student progress.	Assistant Principal for Curriculum, Department Chairperson, and science teachers.	08/14/2006	05/30/2007	Dual Language Education	\$0.00
Use NASA Explorer School curriculum initiatives to enhance the delivery of the science curriculum.	Assistant Principal for Curriculum, Department Chairperson, and science teachers.	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Utilize laboratory research students to provide peer tutoring and science demonstrations to students in low-performing subgroups.	Assistant Principal for Curriculum, Department Chairperson, and science teachers.	08/14/2006	05/30/2007	Mentoring Opportunities	\$0.00
Implement the Continuous Improvement Model by providing teachers with access to the Student Performance Indicator data source in order to analyse students' mastery of science content clusters and adjust instruction.	Principal, Assistant Principal for Curriculum, Science Department Chairperson and teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Participate in a minimum of 26 laboratory activities school-wide per year, concentrating on Life and Environmental Science laboratory activities.	Assistant Principal for Curriculum, Department Chairperson, and science teachers.	08/14/2006	05/30/2007	Inclusion	\$400.00
Instruct students in the completion of lab reports using the Scientific Method, International Research Methodology and expository writing.	Assistant Principal for Curriculum, Department Chairperson, and science teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide students more practical application of science, technology and engineering by involving seventh and eighth grade students in designing, building and programming robots in Robotics classes.	Principal, Assistant Principal for Curriculum, Department Chairperson and teachers.	08/14/2006	05/30/2007	Career Development Programs	\$0.00

Research-Based Programs

Science classes will use the Glencoe Florida Science textbook (red for sixth grade, green for seventh grade and blue for eighth grade along with support materials.

Professional Development

NASA Explorer School Team members will attend a week long workshop at the United State Space and Rocketry Center in conjunction with the National Science Foundation to incorporate aerospace engineering techniques and NASA resources into the science curriculum. Educational Specialists from NASA will conduct on site training on the use of Robotics at Howard A. Doolin Middle School.

Evaluation

This objective will be evaluated through the use of quarterly teacher logs used to track student participation in laboratory activities throughout the school year. Teacher authored tests and Interim Assessments will be utilized to monitor and adjust science instruction. The 2007 FCAT Science Test will also serve as an evaluation tool.

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Howard A. Doolin Middle School is committed to increasing the level of parental involvement through increased participation in school related functions and activities.

Needs Assessment

Data provided by logs of parents' attendance at workshops, meetings and activities during the 2005-2006 school year indicated an increase in parent participation above the 2004-2005 school year. Although there was an increase in participation, the school would like to maintain the continued improvement by increasing the number of science, mathematics and technology parental workshops from six to eight, since parental involvement is such a vital part of student improvement.

Measurable Objective

Given the schoolwide emphasis on parental and community involvement, Howard A. Doolin Middle School will increase the number of Title 1 Parental Workshops from six to eight as evidenced by meeting agendas.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parents to register for courses at the Miami-Dade County Parent Academy.	Principal, Assistant Principals, Community Involvement Specialist.	09/07/2006	05/30/2007	School-to-Career	\$0.00
Conduct Exceptional Student Education monthly "Coffee Talk" workshops on strategies to assist students with varying exceptionalities.	Principal, Assistant Principals and Behavior Management Teacher.	10/16/2006	05/14/2007	Inclusion	\$0.00
Conduct Title 1 Parental Workshops to enhance student performance.	Principal, Assistant Principals, Community Involvement Specialist and Reading Coach.	09/13/2006	05/30/2006	Community Partnerships	\$0.00
Create Family Focus Groups per NASA Explorer School Family Involvement guidelines.	Principal, Assistant Principals, Teachers.	09/23/06	05/30/2007	Community Partnerships	\$0.00
Announce Parent volunteer drive during "Open House" and New Student Orientation meetings.	Principal, Assistant Principals, Teachers	08/6/2006	09/07/2006	Community Partnerships	\$0.00
Encourage parents to actively participate in making projects at NASA Explorer School parental workshops.	Principal, Assistant Principals, Teachers	09/23/2006	05/30/2007	Communities of Practice	\$0.00

Research-Based Programs

The research based program for parental involvement that will be used at Howard A. Doolin Middle School is the National Standards for Parent/Family Involvement Program.

Professional Development

Teachers will receive training on effective parental communication skills, the NASA Explorer School Family Involvement Program. The community Involvement Specialist will attend workshops provided by the Title 1 Office. The Behavior Management teacher will attend workshops provided by the school district.

Evaluation

Agendas and sign-in logs will be used to evaluate the number of Title 1 Parental workshops held and the number of parents attending workshops and activities held in the 2006-2007 school year compared to the 2005-2006 school year.

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Provide a safe learning and working environment for the students, faculty and staff at Howard A. Doolin Middle School.

Needs Assessment

Analysis of the 2005-2006 data provided by the Miami-Dade County Public Schools' Case Management System documented Code of Student Conduct infractions as follows: There was a decline in the number of students recommended for expulsion from 13 in 2004-2005 to 2 students in 2005-2006. The number of outdoor suspensions also declined from 271 in 2004-2005 to 158 in 2005-2006. Indoor suspensions also declined from 336 to 238. General disruptive conduct decreased from 430 to 231; defiance of school personnel authority declined from 357 to 287 and excessive absences from 257 to 177. Howard A. Doolin Middle School intends to maintain the decline in the number of student in fractions by using the Positive Behaviour Support program which led to improved student performance.

Measurable Objective

Given the implementation of the Positive Behavior Support program Howard A. Doolin Middle School will reduce the number of student Code of Conduct infractions by five percent as evidenced by the Miami-Dade County Public Schools' COGNOS, School Wide Information System(SWIS) and Case Management System of student Code of Conduct.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Institute the Positive Behavior Support Program whereby teachers provide incentives and reward to students when they comply with school rules to prevent inappropriate behavior.	Principal, Assistant Principal, Teachers and Counselors.	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Install security cameras in the hallways, cafeteria and entrances.	Principal and Assistant Principal.	10/03/2006	05/30/2007	District Strategic Plan	\$0.00
Develop a Critical Incident Response preparation plan which incorporates the roles and responsibilities of each team member.	Principal, Assistant Principal, Teachers, Security Monitors and Counselors.	08/03/2006	09/30/2006	District Strategic Plan	\$0.00
Conduct Monthly Fire and Critical Incidence Response drills.	Principal, Assistant Principal, Teachers Security Monitors and Counselors.	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Conduct parent workshops on safety issues such as Code of Student Conduct, gangs, alcohol, tobacco and weapons.	Principal, Assistant Principal, and Counselors.	10/3/2006	05/30/2007	Community Partnerships	\$0.00

Research-Based Programs

The research based program that will be used with this goal is the Florida's Positive Behavior Support through the University of South Florida and federal assistance under the Individuals with Disabilities Education Act (IDEA).

Professional Development

Members of the Positive Behavior Support Team will attend workshops provided by the University of South Florida. The Critical Incident Response Team will attend district workshops on Critical Incident Response preparation. These teams will then train the entire faculty and staff at Howard A. Doolin Middle School.

Evaluation

This objective will be evaluated by comparing the 2006-2007 and 2005-2006 school year infractions from the Miami-Dade County Public Schools' Case Management System, COGNOS and analysis of the School Wide Information System (SWIS) report of infractions of the Positive Behavior Support System.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Technology will be integrated across the curriculum in the delivery of instruction at Howard A Doolin Middle School.

Needs Assessment

Analysis of teacher lesson plans and grade books indicated that sufficient technology based assignments were not completed in the 2005-2006 school year. Additionally, Media Center technology usage logs and computer laboratory logs indicated limited usage. The increase use of technology will increase student academic achievement.

Measurable Objective

Given instruction using the Sunshine State Standards, students in sixth through eighth grade at Howard A Doolin Middle School will increase the use and knowledge of technology in the 2006-2007 school year, as evidenced by the completion of at least two technology based assignments in content area classes and noted in teacher grade books.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review and analyze the electronic databases available through the Education Portal for student and faculty use.	Principal, Assistant Principal Media Specialist and Teachers.	08/08/2006	05/30/2007	School-to-Career	\$0.00
Use the educational software; Accelerated Reader, Read 180, JOSTEN, Riverdeep and FCAT Explorer to practice reading and math comprehension as well as test taking skills.	Principal, Assistant Principal Media Specialist and Teachers.	08/14/2006	05/30/2007	Inclusion	\$0.00
Train faculty members in the use of basic computer hardware and software.	Principal, Assistant Principal and Teachers.	08/08/2006	05/30/2007	Communities of Practice	\$0.00
Complete projects using EXEL, Power Point, Print Shop and other software programs in content area classes.	Principal, Assistant Principal and Teachers.	08/14/2006	05/30/2007	School-to-Career	\$0.00
Provide teachers with training in the use of video conferencing along with NASA Digital Learning Network as a tool to enhance the delivery of curriculum across all content areas.	Principal, Assistant Principal for Curriculum, NASA Explorer School Team lead, Computer Technician and teachers.	09/21/06	05/30/2007	Community Partnerships	\$0.00

Research-Based Programs

The research based programs that will be used are Accelerated Reader, Riverdeep and Read 180.

Professional Development

Teachers will attend workshops conducted monthly during faculty meetings and early release days. Teachers will also attend Edusoft and Riverdeep software training. Teachers were trained to use video conferencing equipment by NASA Digital Learning Network.

Evaluation

This objective will be evaluated by student portfolios, teacher grade books and lesson plans will also be used to document the use of technology.

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 checked="" 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:

Students in the physical education program will develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness. The program will also develop the student's health-related fitness, physical competence and cognitive understanding about physical activity.

Needs Assessment

Analysis of the 2005-2006 FITNESSGRAM assessment indicated that 65 percent of students who took the test met the minimum health-related standards by receiving a gold or silver award.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools' mandated FITNESSGRAM standards, students in sixth through eighth grade at Howard A. Doolin Middle School will improve their fitness skills as evidenced by a minimum of 70 percent of the students receiving a gold or silver award on the 2006-2007 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Ensure that thirty minutes of instructional time will be dedicated to fitness related activities on a daily basis.	Assistant Principal for Curriculum and Physical Education Teachers.	9/5/2006	5/30/2007	Continuous Improvement Model	\$0.00
Students in the Physical Education Program will be administered the FITNESSGRAM pre-test to determine baseline measures and post-test to determine accomplishment.	Assistant Principal for Curriculum and Physical Education Teachers.	9/5/2006	5/30/2007	District Strategic Plan	\$0.00
Activities related to specificity training will be utilized in daily training activities as well as team sports.	Assistant Principal for Curriculum and Physical Education Teachers.	10/3/2006	11/30/2006	Academic Teams	\$0.00
Physical education teachers will develop an action plan to improve student health and physical fitness by implementing pre-test, practice and post test procedures and timelines.	Assistant Principal for Curriculum and Physical Education Teachers.	9/5/2006	5/30/2007	Continuous Improvement Model	\$0.00
Students' physical fitness activities will emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance such as running, flexibility exercises and push-ups.	Assistant Principal for Curriculum and Physical Education Teachers.	10/3/2006	2/28/2007	District Strategic Plan	\$0.00

Research-Based Programs

Physical fitness classes will utilize the Prudential FITNESSGRAM Test.

Professional Development

Physical Education teachers will attend the 2006 District Goals workshop. Teachers will attend district Anabolic Steroid workshop and the Hepatitis B training.

Evaluation

The results of the 2007 FITNESSGRAM test will be used to measure the students and the school improvement. This will also provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives.

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

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

GOAL 9 STATEMENT:

Howard A. Doolin Middle School will increase student participation in elective courses by providing variety in course offerings from novice to accomplished mastery levels.

Needs Assessment

Based on data from student subject selection choices and the school master schedule, 30 percent of the student population enrolled in elective courses selected advanced mastery level courses. Seventy percent of students are selecting courses at the beginning level but are not continuing through intermediate and advance levels within that program. Entries on the 2007-2008 Subject Selection forms and subsequent enrollment in advanced elective courses as reflected on the Master Schedule will determine the degree of success of the implementation of strategies.

Measurable Objective

Given instruction using the Sunshine State Standards, students in sixth through eighth grade will show a two percentage point increase in the number of students enrolled in advanced level elective course selections as evidenced by 2007-2008 subject selection forms and the master schedule.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Hold an elective fair in the Spring to showcase elective course offerings for the following school year.	Assistant Principal for Curriculum and Elective Teachers	1/9/2007	3/1/2007	Transition and Articulation Programs	\$0.00
Conduct in-school and after school concerts to showcase student skills and mastery.	Assistant Principal for Curriculum and Elective Teachers	8/14/2006	5/25/2007	Expanding arts opportunities	\$0.00
Enroll students in district and state competitions in each elective.	Assistant Principal for Curriculum and Elective Teachers	8/14/2006	5/25/2007	School-to-Career	\$0.00
Conduct feeder pattern and in-school articulation to inform students of elective course offerings.	Assistant Principal for Curriculum and Elective Teachers	1/9/2007	5/25/2007	Universal Pre-K	\$0.00
Conduct student auditions to determine placement in beginning, intermediate and advanced levels in each elective.	Assistant Principal for Curriculum and Elective Teachers	8/14/2006	5/25/2007	Expanding arts opportunities	\$0.00
Participate in local, state and national staff development activities and performances in order identify best practices used to motivate students and enhance programs.	Assistant Principal for Curriculum and Elective Teachers	8/14/2006	5/25/2007	Career Development Programs	\$0.00

Research-Based Programs

Agriscience classes will use Agriscience Explorations textbook by Interstate Publishers. Drama classes will use The Stage and The School Schanker by Ommanney Publisher. Band classes will use Standard of Excellence Book 1-2-3 by Neil A. Kjos Publisher. Chorus classes will use Sing by Hinshaw Music. Guitar classes will use Guitar Method 1 and 2 by Belwins Music Publishers. Art classes will use Inside Art by Benson and Company Publishers.

Professional Development

All elective teachers will participate in professional development conducted at the district, national and state levels. The drama teacher will attend Drama 2006 – Fate Conference. The agriscience teacher will attend a CTE workshop on October 2, 2006. The art teacher will attend the 2006 Art Character Education in the Classroom and Teaching Creativity at Barry University. The band teacher will also attend the 2007 Music Technology-Summer Arts Institute at the University of Miami and the 2007 Florida State Band Masters Conference at Tampa.

Evaluation

This objective will be evaluated by the number of students signing up for advanced level elective courses, an increase in the number of students gaining honors recognition at District, State and National competitions and the number of advanced elective courses as reflected in the schools' master schedule.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

GOAL 10 STATEMENT:

Howard A. Doolin Middle School will rank at or above the 60th percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department Of Education indicated that in 2004-2005, Howard A. Doolin Middle School ranked at the 53rd percentile on the State of Florida Return On Investment index.

Measurable Objective

Howard A. Doolin Middle School will improve its ranking on the State of Florida Return On Investment index publication from the 53rd percentile in 2004-2005 to the 60th 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 use of financial resources in relation to school programs.	Principal and Assistant Principals	07/01/2006	06/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Assistant Principals	07/01/2006	06/30/2007	Community Partnerships	\$0.00
Collaborate with the district on resource allocation.	Principal and Assistant Principals	07/01/2006	06/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities and partnering with community agencies.	Principal and Assistant Principals	07/01/2006	06/30/2007	Community Partnerships	\$0.00
Increase the number of students making learning gains on the 2006 FCAT.	Principal, Assistant Principals and Teachers	08/08/2006	05/24/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

The research-based program that will be used is the Florida Department of Education Return On Investment School Efficiency Measure.

Professional Development

The Principal and Assistant Principal will attend budget training provided by Miami-Dade County Public Schools.

Evaluation

On the next State of Florida Return On Investment index publication, Howard A. Doolin Middle School will show progress toward reaching the 60th percentile.

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:

Howard A. Doolin Middle School received an EESAC budget amount of \$10,009 based on the enrollment of 1009 students. The expenditure of funds for the 2006-2007 school year will be as follows:

Budget	Credits	Debits
2006-2007 EESAC Allocation	\$10,009	
Student Incentive Program		\$2,900
Accelerated Reader Tests		\$2,500
Staff Development		\$4,609
Total	\$10,009	

Training:

Members of the EESAC at Howard A. Doolin Middle School will attend training provided by Miami-Dade County Public Schools on budget, internal funds accounting and interpretation of financial reports.

Instructional Materials:

Instructional material such as Accelerated Reader books and computer generated tests will be reviewed by the the EESAC and recommendations will be made based on the School Improvement Plan. The selection of library books, resource material for before school, after school and Saturday tutorials will also be reviewed at the monthly EESAC meetings.

Technology:

The EESAC reviews the allocation of computer software as well as teacher and student computer stations in computer laboratories, the media center and classrooms. In addition, reports and logs reflecting usage and student achievement are also reviewed and suggestions are given for adjustments to be made whenever it is appropriate.

Staffing:

The Principal reviews the status of open positions and progress being made with filling these positions with the EESAC. The allocation of staff based on Full Time Equivalent (FTE) for student population is also reviewed.

Student Support Services:

The Howard A. Doolin Middle School Student Support Services consists of three guidance counselors(one for each grade level), one TRUST counselor and one Community Involvement Specialist. The counselors meet with students for social, behavioral and academic counseling. General trends in these areas are reviewed by the EESAC.

Other Matters of Resource Allocation:

The EESAC reviews allocation of resources from other funding sources such as donations made to the school by organizations in the community as well as grants. These are reviewed within the guidelines and specifications of the funding sources.

Benchmarking:

Report cards, interim assessment data and progress reports showing student achievement are reviewed on a quarterly basis. Results of the District generated Interim Assessment in mathematics, writing and reading are reviewed three times per year. In addition, the results of reading diagnostic tests are also reviewed.

School Safety & Discipline:

The Positive Behavior Support program will be used to recognize students for good behavior as a means to deter negative behavior. Incentives used to reward students will be funded through the EESAC budget.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$10,000.00
Goal 2: Mathematics	\$10,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$400.00
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
Total:	\$20,400.00

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