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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 6151 - Doral Middle School

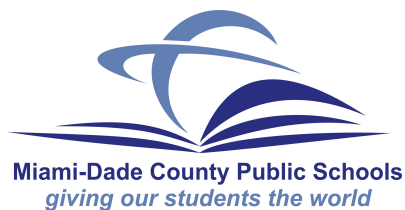
*FeederPattern:* Ronald W. Reagan/Doral Senior High School

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Tatiana De Miranda

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Doral Middle School*

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Doral Middle School is named after the community it serves and was opened in the year 2000. Doral Middle School is firmly committed to establish itself as a school of excellence where students will have opportunities to reach their fullest potential. This past year Doral Middle School achieved three very important milestones. First, all subgroups met adequate yearly progress in accordance with the requirements set forth by "The No Child Left Behind Legislative Act;" second, Doral Middle ranks 32 out of the top 41 high performing schools in the state of Florida; finally, Doral Middle School has met the requirements for the Governor's A+ Plan, receiving an "A" for the fifth consecutive year.

The population growth in the City of Doral continues to impact student enrollment. Doral Middle School's 2006 – 2007 student population of 1398 students consists of 721 females and 677 males. Enrollment includes 520 sixth graders, 435 seventh graders, and 443 eighth graders. Two hundred and twenty-nine students are gifted. Sixty-seven students are of Varying Exceptionalities that includes three Hearing Impaired, one Visually Impaired, four Emotionally Handicapped, 49 Specific Learning Disabled, one Educable Mentally Handicapped, seven Other Health Impaired, one Orthopedically Impaired and one Autistic student. Twenty-three students are of Asian descent, 32 are Afro - Americans, 1172 are Hispanic, 154 are White, and 13 are Multi-Racial.

Doral Middle School meets the academic needs of students by offering a variety of classes at appropriate levels. Gifted, advanced, and regular classes are offered in grades six through eight in language arts, mathematics, science and social studies. All students participate in character education activities across the curriculum. Special Education Students (SPED) for grades six through eight may take special education classes in language arts, mathematics, science, and social studies. Selected Special Education students participate in the Inclusion Program in language arts, mathematics, science, and social studies. Intensive reading and intensive mathematics classes target students who are Level 1 and Level 2. Students who failed language arts and mathematics courses in grades six or seven participate in a semester recovery class.

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by 5% their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by 5% their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade eight will increase their skill proficiency in writing, as evidenced by a 1% increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2005 - 2006 and 2006 - 2007 school years.

Given emphasis on a safe and orderly environment, student attendance will improve as evidenced by a 1% increase in the attendance rate during the 2006 - 2007 school year as compared to the 2005 - 2006 school year.

Given instruction based on the Technology Education Frameworks, students in Exploring Technology Class will increase the number of completed modules to 14 in comparison to the 10 completed modules in 2005 - 2006.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six will improve their skin-fold test, and mile-run test skills as evidenced by 10% of the students meeting high standards in the skin-fold test, and mile-run test the 2006 - 2007 administration of the FITNESSGRAM test.

Given instruction based on the Sunshine State Standards, the number of students enrolled in the dance program will increase by five percent during the 2006 - 2007 school as compared to the 2005 -2006 school year.

Doral Middle School's ROI percentile ranking will increase by at least one percentile point.

Doral Middle School will continue to achieve excellence by providing the modifications necessary in the instructional delivery to continue to fully meet the requirements of the Governor's A+ plan. In order to continue to fully meet the requirements of the Governor's A+ plan the following categories will be addressed: Reading, Mathematics, Writing, Science, Parental Involvement, Discipline and Safety, Technology, Health and Physical Fitness, Fine Arts, and Return on Investments.

The 2006 - 2007 school survey for staff indicates performance excels in all areas, with average scores of 4.0 or higher. An item analysis reveals improvement needs to be made in the following categories: 2a, "As it plans for the future, my organization asks for my ideas;" 5d, "I am recognized for my work;" 6a, "I can get all the resources I need to do

my job;" 7e, "My organization removes things that get in the way of progress;" and 7c, "I know how well my organization is doing financially." As a result of our school survey, Doral Middle School has chosen to concentrate on improving the staff's understanding of Doral's financial matters, as well as facilitating open communication to eliminate any barriers hindering progress. We will work together to provide workshops on budget procedures, in addition to the creation of a budget committee to address issues that arise pertaining to financial matters. The leadership team at Doral Middle will encourage its staff to communicate concerns through periodical learning community conversations where Curriculum Council members will discuss staff members' concerns and take a proactive role in solving any situations that may impede the progress of Doral Middle School.

## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

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

### CORE VALUES

#### *Excellence*

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

#### *Integrity*

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

#### *Equity*

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

#### *Citizenship*

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

## Doral Middle School

### VISION

Doral Middle School, "Home of the Blue Dolphins", will prepare students for the twenty-first century by instilling the desire to achieve and the belief that knowledge is power.

### MISSION

Following the leadership of the Principal, we create a learning environment with emphasis on the highest academic achievement which includes parental involvement through an interdisciplinary multicultural approach.

### CORE VALUES

Diverse cultural awareness empowers the students.

Organized students perform at a higher standard.

Learning leadership skills develops student character.

Pursuing divergent educational and social experiences challenges students.

High standards support academic, career, and social/personal development.

Integrated technologies enhance student learning.

Nurturing environments create responsible citizens.

Supporting learning fosters success.

## *School Demographics*

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Doral Middle School is firmly committed to establish itself as a school of excellence where students will have opportunities to develop their individual potential to the fullest. Doral Middle School has met the requirements for the Governor's A+ Plan, receiving an "A" grade for the past five years. Doral Middle School is located on approximately 18 acres of land within Regional Center III's westernmost boundary. The address is 5005 NW 112 Avenue. The school is named after the community it serves and was opened in the year 2000. The demographics of Doral include single family homes, town homes and apartments. The growth in this area is a constant factor, and the mobility at Doral Middle School is also a challenge. Students leave and return to the school depending on the political situations in Latin America. Many parents have a residence in the city of Doral and travel back and forth between countries for political and economic reasons. Dade Partners are an integral part of our school; they assist us in motivating, promoting and rewarding academic and attendance achievement. In addition, Dade Partners participate and support the infusion of the career initiatives through guest speaking and site visits, which enrich and enhance the academic environment. Dade Partners include; City of Doral - Office of the Mayor, City of Doral – Police Department, Montenay Power Corp., Citibank, Miami-Dade County Commission-District 12, Publix-Doral Isles, Gilly Vending and Washington Mutual.

The school contains 82,837 square feet of classroom, office and computer lab space. The school has a 500 seat theater/auditorium complex, a 407 seat indoor air conditioned cafeteria, basketball courts, a physical education field, and personal fitness locker rooms. There are 39 security cameras throughout the exterior and interior of the facility to help ensure the safety of students and staff. The faculty/staff parking lots have space for 106 cars and the visitor parking lot has space for 14 cars. There is an Agriscience greenhouse with gardens adjacent to the rear of the school. The media center houses a state-of-the art closed-circuit television system, one mobile lab and 30 computer stations. There are four fully equipped computer labs, one of which is mobile. Doral Middle School currently has a centralized administration client-server, but in the future Doral Middle School will be part of the dadeschools.net domain which includes 400 nodes, using a one gigabit backbone connection, which utilizes fast Ethernet to classrooms, media center and the main and attendance offices.

Doral Middle School faces several challenges in the internal daily operations and interactions with the surrounding community. Challenges faced by the school include informing parents of the importance of daily attendance and the need for children to read and write in English. Doral Middle School's attendance records, are above the district and state. This is maintained by promoting attendance meetings with parents, and the support of EESAC and Dade Partners. Many Doral Middle School students are Limited English Proficient (LEP) and are not in attendance long enough to acquire the skills necessary to be successful on the FCAT. Nonetheless, they are required to meet the testing criteria and ultimately have an impact on the overall school grade. Parents' frequent business trips and extended holiday vacations represent challenges to regular attendance, since many of them take their children with them. Many of the students walk, ride a bike, or are transported by their parents to school. Some students are bused because they live more than a mile away from the school. Doral Middle School mostly receives students from the two elementary schools in the vicinity, Eugenia B. Thomas and John I. Smith. Doral Middle School is now part of the Regan/Doral Senior High School feeder pattern.

Doral Middle School has a highly professional, qualified core group of educators. Many of the teachers taught at this school since its opening in 2000. The staff participates in activities that boost teacher morale on a regular basis. Doral instructional staff is composed of 72 full time staff, 30 males and 42 females, and one part-time employee. The administrative team consists of one principal and three assistant principals. There are 68 classroom teachers, five SPED teachers, three counselors; one TRUST counselor and one Career Specialist. There is one media specialist, one teacher's aide, two LEP paraprofessionals, six clerical/secretaries, eight custodians and nine service workers. Twenty percent of the instructional staff is White, 17 percent are Black, and 63 percent are Hispanic. There are six beginning teachers and eleven teachers new to the building this school year. The regular program pupil/teacher ration is 25:1. Average teaching years in Florida is ten. Levels of education for instructional staff are: Bachelor's Degrees 59 percent, Master's Degrees 31 percent, Specialist's Degrees four percent, Doctoral Degrees six percent.

The school leadership team, known as "Curriculum Council," consists of a principal, three assistant principals, department chairpersons, grade-level team leaders, and a media specialist.

Students who scored Level 1 on the 2006 FCAT and show deficiency in the area of decoding receive reading instruction through and Intensive Reading Plus class. Identified female students participate in Recapturing the Vision International, a life skills training and educational enrichment class. Doral Middle offers the following courses: Algebra I Honors, Algebra I Honors/Gifted, Earth/Space Science Honors, Earth/Space Science Honors/Gifted, Biology Honors, Early Bird Creative Writing, Early Bird Orchestra I. Students who are part of the program English for Students of Other Languages (ESOL) take two ESOL classes, one in language arts and the other in an ESOL elective concentrating on listening, reading, speaking, and writing. Students in ESOL Level 1 and Level 2 take Bilingual Curriculum Content (BCC) classes in mathematics, science, social studies, and Algebra I Honors. Electives offered are: Life Choices, Personal Development, Teen Challenges, Business Keyboarding, Art, Exploring Technology, Agriscience, Chorus, Band, Physical Education, Journalism/Yearbook. Identified sixth grade students are participating in the Extended Foreign Language Program, classes in foreign language are Beginning Spanish, Spanish for Spanish Speakers Beginning, Spanish I, Spanish for Spanish Speakers I, Spanish for Spanish Speakers Intermediate, French I, Intensive Reading, Intensive Mathematics, and Multimedia Production. Identified seventh and eighth grade students are participating in the Duke University Talent Search Program and the Johns Hopkins University Talent Search Program.

# *School Foundation*

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## ***Leadership:***

Leadership excels in all areas and was scored four or higher on all items. As evidenced in Doral's Organizational Improvement Snapshot Survey, in which the category score was 4.3, the faculty and staff believe that the leadership at Doral Middle School sets a positive vision for the direction of the school. This direction is set forth by the leadership teams, such as Educational Excellence School Advisory Committee (EESAC) and Curriculum Council.

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

District Strategic Planning Alignment was scored four or higher on all items with the exception of 3.9 that was scored on item 2a; "As it plans for the future, my organization asks for my ideas." The results of Doral's Organizational Improvement Snapshot Survey show a score of 4.1 indicating that the staff is aware and involved in the analysis of data to meet the school's goals. There is a need to involve all staff members in its planning process for future goals. Through leadership teams and learning communities, Doral Middle school will facilitate total staff involvement in the goal-setting process.

## ***Stakeholder Engagement:***

Stakeholder Engagement items were all scored at four or higher. Doral Middle School's results in the Organizational Improvement Snapshot Survey show the staff feels there is a high level of customer satisfaction, as evidence with a category score of 4.0. The leadership team plans to continue to devise ways to foster a positive rapport with all stakeholders of Doral Middle School, including the parents, students, staff, and community.

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

Faculty and Staff items were all scored at four or higher. According to Doral's Organizational Improvement Snapshot Survey, which shows a category score of 4.2, the staff at Doral truly utilizes a team approach to achieve success. From maintaining a safe learning environment to providing training for career advancement, Doral's leadership team and staff exemplifies a cohesive unit. Doral's leadership team will focus on expressing its appreciation of its outstanding staff, students, and community by recognizing accomplishments throughout the year. Teacher Mentoring Programs: In an effort to assist beginning teachers and those new to Doral, the school provides bi-weekly workshops for these teachers. Additionally, experienced teachers serve as mentors to the beginning teachers, in order to provide the assistance and support that they may require during the first years in the classroom.

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

Data/Information/Knowledge Management items were all scored four or higher with the exception of one 3.9 that was scored on item 5d; "I am recognized for my work." By compiling a category score of 4.0, members of the staff feel that they are able and have the tools to analyze their work and make appropriate adjustments when necessary. Doral's administration and leadership team plan to continue the implementation of new measures and to train the staff on methods to analyze the quality of their work, to make decisions about their work, and access needed information on how the measures they use in their work fit into the school's overall measures of improvement. In



order for teachers to feel recognized for the work they accomplish, there will be a "Teacher of the Month" instituted into Doral Middle's culture.

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

Doral's Organizational Improvement Snapshot Survey indicates that our school scores well in the area of "Education Design," as evidenced with a category score 4.2. Our school provides before and after school tutoring throughout the school year for students seeking additional assistance in reading, mathematics, and science. These tutoring sessions are conducted by the teachers of Language Arts, Mathematics, and Science departments at Doral, and address the needs of struggling students. Students who have scored a Level 1 or 2 on the FCAT are targeted and have letters sent home at the beginning of the year, and are placed in Intensive Reading and/or Intensive Mathematics courses to assist in improving achievement. The tutorials and classes address each of the reading, mathematics, and science benchmarks, and incorporate CRISS strategies and reciprocal teaching techniques in order to prepare students to be successful academically for English for Speakers of Other Language(ESOL) through its pull-out program, which allows students to work in small groups on any materials that the students might be struggling with.

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

Performance Results items were all scored four or higher with the exception of two items, 3.7 score on item 7e; "My organization removes things that get in the way of progress," and a 3.2 score on item 7c; "I know how well my organization is doing financially." Based on Doral's Organizational Improvement Snapshot Survey results, which indicate a category score of 4.1, some members of our staff feel there is a need for awareness of the schools budgetary matters. In addition, there is also a concern amongst staff members in regards to the removal of obstacles that may impede progress.

Doral's leadership team plans to address issues regarding the finances of the school by creating a budget committee, as well as conducting budget workshops for the faculty at-large. The leadership team also intends to open the lines of communication with the staff through learning community conversations, where various departments and leadership team members will discuss concerns that may arise, and take a proactive stance in solving the issues.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 1 STATEMENT:***

Doral Middle School students will be able to read on or above grade level.

### ***Needs Assessment***

A total of 412 sixth grade students were administered the 2006 Reading portion of the FCAT. Results of the 2006 Reading portion of the FCAT indicate that 14 percent of sixth grade students scored Level 1. Twelve percent scored Level 2. Thirty-five percent scored Level 3. Twenty-eight percent scored Level 4 and 11 percent scored Level 5.

Sixth grade students scored 5 out of 8 points in the content area of Reference/Research on the 2006 FCAT Reading Test.

A total of 431 seventh grade students were administered the 2006 Reading portion of the FCAT. Results of the 2006 Reading portion of the FCAT indicate that 17 percent of seventh grade students scored Level 1. Eighteen percent scored Level 2. Thirty-three percent scored Level 3. Twenty-three percent scored Level 4 and 8 percent scored Level 5.

Seventh grade students scored 6 out of 9 points in the content area of Reference/Research on the 2006 FCAT Reading Test.

A total of 426 eighth grade students were administered the 2006 portion of the Reading FCAT. Results of the 2006 portion of the Reading FCAT indicate that 13 percent of eighth grade students scored Level 1. Twenty-eight percent

scored level 2. Thirty-nine percent scored Level 3. Sixteen percent scored Level 4 and four percent scored Level 5.

Eighth grade students scored 5 out of 8 points in the content area of Comparisons on the 2006 FCAT Reading Test. Eighth grade students scored 4 out of 6 points in the content area of Words/Phrases on the 2006 FCAT Reading Test.

The subgroups that scored below mastery level in the 2006 Reading FCAT were: African American 32%, Asian 14%, Hispanic 29%, Multi-racial 27%, White 14%, Economically Disadvantaged 36%, LEP 82% and SWD 68%.

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, students in grades six through eight will increase by 5% their reading skills on the 2007 administration of the FCAT Reading Test as compared to the 2006 administration of the FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Reciprocal Teaching strategies in Reading classes and Language Arts classes.	Administrative Team Language Arts Chair ESOL Chair SPED Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement CRISS strategies across the curriculum to effectively teach reading strategies.	Administrative Team Language Arts Chair ESOL Chair SPED Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage students to participate in enrichment activities such as hosting book talks and participation in Literature Circles.	Administrative Team Language Arts Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Have mandatory before and after school tutoring for all Level 1 and Level 2 students.	Administrative Team Language Arts Chair SPED Chair	8/14/2006	5/30/2007	District Strategic Plan	\$27154.00
Schedule parent conferences for Level 1 and Level 2 students for the purpose of discussing each student's individual weaknesses in reading.	Administrative Team Language Arts Chair ESOL Chair SPED Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Plan-Do-Study-Act (PDSA) Instructional Model schoolwide utilizing the four - step process to ensure student achievement in reading.	Administrative Team Language Arts Chair ESOL Chair SPED Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use Reading Plus with all students.	Administrative Team Language Arts Chair SPED Chair	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

### Research-Based Programs

1. Reading Plus
2. Read EXCEL

## **Professional Development**

Professional development for Reading will include:

Project CRISS (Creating Independence through Student-Owned Strategies)

Beginning teachers and teachers new to the building will participate in detailed trainings geared towards the area of reading comprehension

Training in Edusoft for the interpretation of data

Implementation of Differentiated Instruction

Effective Reading Instruction in Secondary Classroom

The Big Five for Literacy Development

## **Evaluation**

This objective will be evaluated by using the following strategies:

1. Teachers will monitor student achievement through District Interim Assessments
2. 2007 FCAT Reading test
3. Accelerated Reader logs
4. Student progress reports
5. Tutoring logs
6. Reading Plus reports

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

Doral Middle School students will increase performance in Mathematics.

### ***Needs Assessment***

A total of 412 sixth grade students were administered the 2006 Mathematics portion of the FCAT. Results of the 2006 Mathematics portion of the FCAT indicated that 14 percent of sixth grade students scored Level 1. Twenty-two percent scored Level 2. Thirty-three percent scored Level 3. Twenty-two percent scored Level 4 and 9 percent scored Level 5.

Sixth grade students scored 4 out of 9 points in the content area of Data Analysis on the 2006 FCAT Mathematics Test.

A total of 431 seventh grade students were administered the 2006 Mathematics portion of the FCAT. Results of the 2006 Mathematics portion of the FCAT indicated that 14 percent of seventh grade students scored Level 1. Fourteen percent scored Level 2. Thirty-seven percent scored Level 3. Twenty-five percent scored Level 4 and 9 percent scored Level 5.

Seventh grade students scored 5 out of 9 points in the content area of Data Analysis on the 2006 FCAT Mathematics Test. Seventh grade students scored 5 out of 8 points in the content area of Geometry on the 2006 FCAT Mathematics Test.

A total of 425 eighth grade students were administered the 2006 portion of the Mathematics FCAT. Results of the 2006 portion of the Mathematics FCAT indicated that 8 percent of eighth grade students scored Level 1. Eighteen percent scored level 2. Thirty-eight percent scored Level 3. Nineteen percent scored Level 4 and 16 percent scored Level 5.

Eighth grade students scored 7 out of 12 points in the content area of Data Analysis on the 2006 FCAT Mathematics Test.

The subgroups that scored below mastery level in the 2006 Mathematics FCAT are: African American 38%, Asian 13%, Hispanic 33%, Multi-racial 9%, White 28%, Economically Disadvantaged 45%, LEP 55% and SWD 72%.

A total of 425 eighth grade students were administered the 2006 portion of the Science FCAT. Results of the 2006 Science portion of the FCAT indicate that grade eight students scored a mean score of 308. Eighth grade students scored 6 of 11 points in the content area of Physical and Chemical Science. Eighth grade students scored 7 of 11 points in the content area of Scientific Thinking.

Eighth grade students scored higher than the District by 38 points and higher than the State by 19 points. Eighth grade students will continue to maintain high performance in the FCAT Science administration.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will increase by 5% their mathematics skills on the 2007 administration of the FCAT Mathematics Test as compared to the 2006 administration of the FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify and place students in advanced and gifted mathematics classes to allow for extended opportunities for higher achieving students.	Administrative Team, Mathematics Chair Student Services Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Plan - Do - Study - Act (PDSA) Instructional Model schoolwide utilizing the four step process to ensure student achievement in Mathematics.	Administrative Team Mathematics Chair SPED Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Schedule parent conferences for FCAT Level 1 and Level 2 students for the purpose of discussing students' individual weaknesses and to promote tutoring participation.	Administrative Team Mathematics Chair SPED Chair	10/23/2006	12/21/2006	District-wide literacy plan	\$0.00
Target weekly benchmarks outlined by the grade level suggested Pacing Guide developed by the Division of Mathematics and Science Education.	Administrative Team Mathematics Chair SPED Chair	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Participate in before and after school tutoring for all Level 1 and Level 2 students, and Level 3 and above as needed.	Administrative Team Mathematics Chair SPED Chair	9/18/2006	5/30/2007	Continuous Improvement Model	\$27154.00
Encourage all mathematics students to use the internet through Glencoe's, Prentice Hall's and McDougal Littell's websites to enhance the mathematics curriculum.	Administrative Team Mathematics Chair SPED Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

### Research-Based Programs

1. Glencoe Mathematics Connections and Concepts
2. Prentice Hall Pre-Algebra
3. McDougal Littell Geometry Applying Reasoning Measuring



## **Professional Development**

Professional development for Mathematics will include:

Training in Algebra Readiness by Great Source Education Group specialist in the implementation and integration of real world FCAT situations into daily lesson planning and delivery

Training in Edusoft for the interpretation of data

Equity

Using Graphing Calculators in the Mathematics Classroom

Training in Riverdeep

## **Evaluation**

This objective will be evaluated by using the following strategies:

1. Pre and post-test to students who participate in the tutoring program
2. 1. Teachers will monitor student achievement through District Interim Assessments
3. The 2007 FCAT Mathematics test scores

### 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*

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

**GOAL 3 STATEMENT:**

Doral Middle School students will be able to communicate effectively through writing.

**Needs Assessment**

An assessment of the data reveals that 419 eighth grade students were administered the 2006 FCAT Writing Exam. The eighth grade students scored a combined average of 4.1.

The eighth grade students scored higher than the District by 5 percent; however, results reveals that students need improvement in the area of Expository Writing (4.1). Only 86 percent of the eighth grade students achieved passing scores.

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, students in grade eight will increase their skill proficiency in writing, as evidenced by a 1% increase in the number of students scoring Level 3.5 or higher on the 2007 administration of the FCAT Writing Test as compared to the 2006 administration of the FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Work on year-round projects to infuse higher order thinking skills and technology in the writing process to create poetry, essays, and short stories.	Administrative Team Language Arts Chair	8/14/2006	5/14/2007	District Strategic Plan	\$0.00
Increase students' focus on the use of vivid vocabulary by using "Wild About Words" to enhance writing skills.	Administrative Team Language Arts Chair	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the use of the 6.0 writing rubric for students to edit and grade sample essays.	Administrative Team Language Arts Chair SPED Chair Social Studies Chair Science Chair Mathematics Chair Elective Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate the Writing Process across the curriculum.	Administrative Team Language Arts Chair SPED Chair Social Studies Chair Science Chair Mathematics Chair Elective Chair	8/14/2006	3/30/2007	District Strategic Plan	\$0.00
Arrange parent conferences for students scoring a 3.5 or below in the school developed essay pre-test.	Administrative Team Language Arts Chair SPED Chair	10/2/2006	3/30/2007	Continuous Improvement Model	\$0.00
Provide small group tutoring before or after school for those students scoring a 3.5 or lower in the school developed essay pre-test	Administrative Team Language Arts Chair SPED Chair	9/18/2006	3/30/2007	District Strategic Plan	\$27154.00
Implement the Plan-Do-Study-Act (PDSA) Instructional Model schoolwide utilizing the four-step process to ensure student achievement in writing.	Administrative Team Language Arts Chair SPED Chair Person	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

Project CRISS

## **Professional Development**

Professional development for Writing will include:

Professional Development will also include Wild About Words in order to enhance vocabulary development

Beginning teachers and teachers new to the building will participate in various trainings to implement a variety of writing improvement strategies

Writing Across the Curriculum: Step Up to Writing

## **Evaluation**

This objective will be evaluated by using the following strategies:

1. Quarterly writing prompts
2. The 2007 FCAT Writing test
3. District pre and post-writing assessments

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 4 STATEMENT:***

Doral Middle School students will be able to apply scientific method.

### ***Needs Assessment***

An assessment of the data reveals that 425 eighth grade students were administered the 2006 Science FCAT. Forty percent of the eighth grade students earned an FCAT Achievement Level 3 or above. The individual breakdown is as follows: Physical/Chemical: six of eleven (55%), Earth Science: eight of thirteen (62%), Live Environmental: eight of thirteen (62), and Scientific Thinking: seven of fourteen (50%).

Eighth grade students scored higher than the District by 38 points, and higher than the State by 19 points; however, results revealed students need improvement in the area of Scientific Thinking, where only 50% of eighth grade students achieved passing scores. Implementation of strategies will raise students' scores in the area of Scientific Thinking.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement tutoring targeting eighth grade students who are identified by science teachers due to low performance in science skills or classroom activities.	Administrative Team Science Chair	9/18/2006	3/30/2007	Continuous Improvement Model	\$27154.00
Administer a sample FCAT Science test to parents.	Administrative Team Science Chair	8/14/2006	3/30/2007	Continuous Improvement Model	\$0.00
Implement the Plan-Do-Study-Act (PDSA) Instructional Model schoolwide utilizing the four - step process to ensure student achievement in science.	Administrative Team Science Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct inquiry based lab activities.	Science Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement writing activities in science classes in order to practice writing while solving problems using the scientific method strategies.	Administrative Team Science Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the scientific methods and the M-DCPS "multiple Portals" to enhance the use of inquiry based learning and critical thinking skills.	Administrative Team Science Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

1. Glencoe McGraw Hill Florida Science regular 6, 7, & 8
2. Pearson Prentice Hall, Biology Exploring Life advance High School Level
3. Holt, Rinehart & Winston, Florida Earth Space advance High School Level

## **Professional Development**

Professional development for science will include:

Effective Implementation of Inquiry-based Science Strategies in the Classroom

Hands - On Science K - 5 and Hands - On - Science 6 - 8

Integrating Science Instruction Effectively in the Secondary Classroom

Research in Science (Gifted Teachers)

Science and Mathematics Integrated with Literacy Experiences (SMILE)

Secondary Earth Science Classroom: Hands-On Activities

Training in Riverdeep

## **Evaluation**

This objective will be evaluated by using the following strategies:

1. 2007 FCAT Science test
2. Teachers will monitor student achievement through teacher made interim assessments

## 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 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 5 STATEMENT:***

Doral Middle School will provide increased opportunities for parents to be involved in their children's education.

### ***Needs Assessment***

During the 2005 - 2006 school year parents volunteered 1400 hours.



## Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the hourly logs for the 2005 - 2006 and 2006 - 2007 school years.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Have grade level parent nights to explain rules and expectations of each grade level and to elicit volunteers.	Administrative team, Grade Level Counselors Grade Level Team Leaders	9/25/2006	9/28/2006	District Strategic Plan	\$0.00
Provide parents with information using the NTI Group phone communication system.	Administrative Team	8/21/2006	5/30/2007	Community Partnerships	\$0.00
Provide consistent parent contact by teachers, counselors and Assistant Principals to ensure improved attendance, academics and behavior.	Administrative team Language Arts Chair, Mathematics Chair SPED Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair Social Studies Chair, Student Services Chair	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Notify parents via electronic gradebook and/or email about students' attendance and academic standing.	Administrative Team Language Arts Chair, Mathematics Chair SPED Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair Social Studies Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Volunteer Breakfast	Administrative team Career Specialist	8/23/2006	8/23/2006	Communities of Practice	\$200.00

## Research-Based Programs

Not Applicable

## **Professional Development**

Professional development for parental involvement will include:

Training on effective utilization of volunteers.

Parent Academy training on

1. The benefits of parents volunteering in the schools
2. M-DCPS - Everything you want and need to know about the school system
3. PASSPORT to success: Teaching your child study skills

## **Evaluation**

This objective will be evaluated by using the following strategies:

1. Evidence of sign-in sheets
2. Total number of volunteer hours
3. Number of parents registered for The Parent Academy

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Doral Middle School will promote programs and practices that facilitate a safe and disciplined learning environment for students while improving attendance.

### ***Needs Assessment***

The most current data on attendance indicates that in 2005 - 2006 Doral Middle School ranked number 5 in the District for middle schools with a 96.4% attendance rate.

## Measurable Objective

Given emphasis on a safe and orderly environment, student attendance will improve as evidenced by a 1% increase in the attendance rate during the 2006 - 2007 school year as compared to the 2005 - 2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Have grade level parent orientations to explain the correlation between perfect attendance and student achievement.	Administrative team, Grade Level Counselors Grade Level Team Leaders	9/25/2006	9/28/2006	District Strategic Plan	\$0.00
Notify parents via electronic gradebook and/or email about students' attendance and academic standing.	Administrative Team, Language Arts Chair, Mathematics Chair, SPED Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair Social Studies Chair	9/25/2006	9/28/2006	District Strategic Plan	\$0.00
Contact parents via the NTI Group when students are absent.	Administrative Team	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide consistent parent contact by teachers, counselors, and administration to ensure improved attendance.	Administrative team, Language Arts Chair, Mathematics Chair, SPED Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair Social Studies Chair, Student Services Chair	10/3/2006	10/31/2006	District Strategic Plan	\$0.00
Facilitate perfect attendance field trips every nine weeks.	Administrative Team Team Leaders	10/23/2006	3/19/2007	District Strategic Plan	\$5000.00

### Research-Based Programs

Not Applicable

## **Professional Development**

Professional development for Discipline and Safety will include training in the following workshops:

Middle Moves: Orientation for 6th Grade Students

Transition Tools: Strategies for 8th Grade Students

Hands are for Helping Not Hurting

## **Evaluation**

This objective will be evaluated by using the following strategies:

1. Nine week District Attendance ranking
2. Cognos reports on attendance

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

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

Doral Middle School will promote equitable and universal access to technology.

### ***Needs Assessment***

A total of 150 students were enrolled in the Exploring Technology Class for the 2005 - 2006 school year. Out of 14 modules only 10 modules were completed.

## Measurable Objective

Given instruction based on the Technology Education Frameworks, students in Exploring Technology Class will increase the number of completed modules to 14 in comparison to the 10 completed modules in 2005 - 2006.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students who desire to take technology related courses during the 2006-2007 school year through a student survey.	Administrative Team, Computer Specialist, Student Services, Exploring Technology Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Prepare a short PowerPoint presentation on how to complete modules.	Administrative Team, Exploring Technology Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement "Dell Techknow" during and after school.	Administrative Team, Computer Specialist, Exploring Technology Teacher	9/25/2006	12/21/2006	District Strategic Plan	\$1365.90
Encourage the use of technology across the curriculum by incorporating computer based/online instructional materials and programs.	Administrative Team, Language Arts Chair, Mathematics Chair, SPED Chair, Science Chair, ESOL Chair, Elective Chair, Gifted Chair Social Studies Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Teach students how to utilize the computer lab.	Administrative Team, Exploring Technology Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Professional development for technology will include: Training on effective utilization of technology materials for the Exploring Technology instructor(e.g., FCAT Explorer, Riverdeep, M-DCPS Education Portal).

## **Evaluation**

This objective will be evaluated by comparing completed modules from the 2006 - 2007 school year with completed modules from 2005 -2006.



## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

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

### *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 8 STATEMENT:**

Doral Middle School will promote the overall health and fitness of students.

### **Needs Assessment**

Results of the FITNESSGRAM test indicate that 65% of the students in Physical Education received a passing grade in the FITNESSGRAM test. The results of the FITNESSGRAM indicates that three of the six categories had more than 50% of the students not receiving a passing grade. Eighty percent of the students did not pass the skin-fold test, 70% of the students did not pass the mile-run test, and 50% of the students did not pass the push-up test. Thirty percent of the students did not pass the curl-up test, 20% did not pass the sit and reach test and 10% did not pass the trunklift test.

## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six will improve their skin-fold test, and mile-run test skills as evidenced by 10% of the students meeting high standards in the skin-fold test, and mile-run test the 2006 - 2007 administration of the FITNESSGRAM test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Set realistic individual student goals for improving health related fitness.	Administrative Team Elective Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Work in conjunction with the Science department to improve students' understanding of nutrition.	Administrative Team Elective Chair Science Chair Student Services Chair Family and Consumer Education Teacher	11/1/2006	5/30/2007	District Strategic Plan	\$0.00
Perform a series of activities designed to improve muscular strength and endurance, flexibility and cardio-respiratory functions.	Administrative Team Elective Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the components of the FITNESSGRAM.	Administrative Team Elective Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor physical education program to ensure teacher select activities specifically related to assessment component items which will enhance specificity of training.	Administrative Team Elective Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

Professional Development for Physical Education will include:

Professional Development on proper test administration for the standards of the health FITNESSGRAM.  
Professional Development on the proper use of free weights for the development of upper body strength in young adolescents.

## **Evaluation**

This objective will be evaluated by comparing the results of the 2006 - 2007 FITNESSGRAM with the results of the 2005 - 2006 FITNESSGRAM concentrating on the results for the following subtest: skin-fold test, and mile-run 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 9 STATEMENT:***

Doral Middle School students will be given the opportunity to pursue areas of interest and special talents.

### ***Needs Assessment***

Results of the analysis of the data for the 2005 – 2006 school year showed a total of 120 students enrolled in dance classes.

## Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students enrolled in the dance program will increase by five percent during the 2006 - 2007 school as compared to the 2005 -2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parent involvement and volunteering at events and fundraisers. Participation through Booster Club	Administrative Team Dance Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase students' focus on creativity and complexity of choreography	Administrative Team Dance Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Watch dance classes perform schoolwide via the television to showcase dance classes.	Administrative Team Media Specialist Dance Teacher	11/1/2006	4/27/2007	Expanding arts opportunities	\$0.00
Participate in two weekly after school rehearsals.	Administrative Team Dance Teacher	8/7/2006	5/30/2007	Expanding arts opportunities	\$0.00
Participate in extra-curricular activities such as community performances and competitions.	Administrative Team Dance Teacher	10/26/2006	5/30/2007	Expanding arts opportunities	\$0.00
Perfom in school assemblies.	Administrative Team Dance Teacher	10/26/2006	5/30/2007	Expanding arts opportunities	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Professional Development for dance will include:

Dance teacher will acquire dance techniques through participation of outside dance classes.

Dance teacher will participate in workshops offered for dance teachers as well as in-services offered to all teachers.

## **Evaluation**

This objective will be evaluated by comparing student enrollment in dance classes for the 2006 - 2007 school year to the 2005 - 2006 school year.

## GOAL 10: RETURN ON INVESTMENT

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

#### *Florida Education Priorities*

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

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

### ***GOAL 10 STATEMENT:***

Doral Middle School will demonstrate efforts to improve student performance in a fiscally efficient manner.

### ***Needs Assessment***

Compared to similar schools, Doral Middle School's percentile ranking is 97 and the percent of the highest ROI value is 87%.

## Measurable Objective

Doral Middle School's ROI percentile ranking will increase by at least one percentile point.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Share information with the general PTSA in school related budget and financial matters.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Curriculum Council to make informed purchases, monitor program effectiveness and impact on student achievement.	Administrative Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use data to place FCAT Level 1 and Level 2 students into before and after school tutoring programs utilizing FCAT appropriated funds.	Principal	9/18/2006	3/30/2007	District Strategic Plan	\$0.00
Consider share use of facility, partnering with community agencies.	Principal EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocations.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not applicable

### Professional Development

Not applicable

### Evaluation

On the next State of Florida ROI index Publication, Doral middle school will show progress towards reaching the 90th percentile.



## *EESAC Compliance*

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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:***

Over the course of the last school year, EESAC helped decide A+ award money distribution, with four percent going to support instructional programs. The school Treasurer made an annual report to EESAC.

### ***Training:***

Informational reports were made throughout the school year to EESAC by the School Treasurer, Director of Counseling and Testing, Career Specialist, Department Heads, and Team Leaders in order to facilitate EESAC decision making. During the 2005 -2006 school year EESAC received presentations on: FCAT Explorer, Edusoft, Electronic Gradebook and E-Mail Server, Career Day Activities, Family, Career and Community Leaders of America (FCCLA) activities, Cheerleading, and Agricultural Education Awards activities.

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

EESAC effectively distributed funds provided by the General Appropriations Act to instructional departments in support of the implementation of the School Improvement Plan (SIP).

### ***Technology:***

As our school turned five years old, Technology needed to be addressed by EESAC only as an informational item. Our school applied for replacement of old equipment, but was informed that the District list to upgrade old machines was on a first come, first serve basis, and that funding has been a problem every year.

### ***Staffing:***

EESAC members volunteered to serve as members of Curriculum Council, in order to help staff prepare and implement the School Improvement Plan.

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

Our Director of Counseling and Testing served as an EESAC member and kept the committee advised about concerns within the Student Services department, as well as school-wide testing issues.

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

***Benchmarking:***

EESAC members participated in departmental meetings, and attended bi-weekly meetings.

***School Safety & Discipline:***

A school safety and discipline committee was formed for the purpose of giving students an additional opportunity to direct misbehavior in lieu of suspension.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$27,154.00
Goal 2: Mathematics	\$27,154.00
Goal 3: Writing	\$27,154.00
Goal 4: Science	\$27,154.00
Goal 5: Parental Involvement	\$200.00
Goal 6: Discipline & Safety	\$5,000.00
Goal 7: Technology	\$1,365.90
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$115,181.90</b>

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

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*Region Superintendent*