
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6161 - Lawton Chiles Middle School

FeederPattern: American Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: John Messersmith

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Lawton Chiles Middle School

Lawton Chiles Middle School consistently reaches for excellence in school operations, student academic achievement, and community relations. It is our mission to increase student achievement and create a climate of respect and responsibility in our diverse, multicultural, and middle class school population. The school along with its regular curriculum offers numerous Exceptional Education Program courses to include a gifted program, Emotionally Handicapped, Severely Emotionally Handicapped, Varying Exceptionalities; extended Foreign Language programs which includes various levels of Spanish, French, Italian and Chinese; and an extensive ESOL program which includes English for Speakers of other Languages, and Bilingual Curriculum Content. The school achieved a school grade of A for the 2005-2006 school year. This accomplishment is the result of the teamwork of our faculty and staff, parents, students, neighborhood and business community leaders. The following objectives have been set by LCMS to achieve academic excellence.

Given instruction based upon the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 60 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based upon the Sunshine State Standards, African American students will improve reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based upon the Sunshine State Standards, Limited English Proficient students will improve reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based upon the Sunshine State Standards, Students with Disabilities will improve reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

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

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

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

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

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

Given instruction based upon the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by 95 percent of students scoring 3.5 or above on the 2007 administration of the FCAT Writing Plus Assessment.

Given instruction based upon the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 49 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Given the school-wide emphasis on community/parental involvement the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the participation logs for the 2005-2006 and 2006-2007 school years.

Given the Student Code of Conduct and emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 14 percent decrease in the number of critical response incidents.

Given an emphasis in the use of technology in education, all teachers will utilize the electronic gradebook as evidenced by 100 percent production of electronic report cards for all grading periods.

Given instruction based upon District mandated FITNESSGRAM standards, students in grades six through eight will improve their fitness silver and gold award levels to 71 percent of the participants tested.

Given emphasis on the benefits of participating in elective curriculums the number of students participating in elective courses will increase by one percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Lawton Chiles Middle School will improve its ranking on the State of Florida ROI Index publication from the 92th percentile in 2004-2005 to the 93th percentile on the next publication of the Index.

As indicated by the Organizational Performance Improvement Snapshot survey tool, respondent responses of Strongly agree or agree were indicated for better than 80 percent of the survey questions. The school foundation areas of Education Design, District Strategic Planning Alignment and Performance Results were the lowest rated areas even though they rated positive responses of 79 percent, 80 percent and 80 percent respectively. It is important for our success to have 100 percent of our stakeholders strongly agreeing with the operations of the school. These areas are being addressed through the use of the Continuous Improvement Model processes. Adjustments to school procedures and assessment techniques will be made as indicated by the analyzed data. Teachers participate in articulation during grade level and curriculum team meetings, EESAC meetings, and specific PTSA activities. These groups review data and plan strategies throughout the year to revise instructional focus.

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.

Lawton Chiles Middle School

VISION

The Lawton Chiles Middle School faculty, staff, parents, students and community are committed to providing a learning atmosphere that fosters maximum student achievement in a technologically advanced and creative environment.

MISSION

The mission of Lawton Chiles Middle School is to increase student achievement and create a climate of respect and responsibility.

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 students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Lawton Chiles Middle School serves approximately 1560 students in grades six, seven, and eight. The school is located in a multi-cultural community in Northwest Miami-Dade County that includes single-family homes, townhouses, multi-dwelling condominiums, and apartments. The school was built in 1999 as part of the American Senior High School feeder pattern.

The school employs a total of 134 staff members with the following ethnicity distribution: 35 percent White non-Hispanic, 28 percent African American, 35 percent Hispanic, and 2 percent Asian. Of this group, four are administrators, 81 are classroom teachers, 12 are exceptional education teachers, three are guidance counselors, one is a TRUST Specialist, one is a computer technician specialist, one is a classroom paraprofessional, one is ESE Program Specialist, nine are clerical employees, 12 are cafeteria workers, 6 are security monitors, and 10 are custodial service workers. Of the teaching staff, 8 are new to the school, and the length of time teaching in Florida averages 13 years. Approximately 48 percent of the teachers have advanced degrees and two teachers received National Board for Professional Teaching Standards certification.

Lawton Chiles Middle School serves students from the surrounding neighborhood which are 75 percent standard curriculum students, 8 percent ESE (non-gifted), 8 percent gifted students, 64 percent economically disadvantaged students, and nine percent ESOL students. The ethnic/racial composition of the student population is 5.6 percent White Non-Hispanic, 73.5 percent Hispanic, 17.4 percent African American, and 3.5 percent Asian/Other.

At the beginning of the 2006-2007 school year some 395 (over 50 percent) of the incoming grade six students, were transferred to the new Country Club Middle school which was established to relieve the overcrowding at Lawton Chiles.

Lawton Chiles has been awarded funding from the Children's Trust Fund to operate the South Florida All-School All-Star program for 100 students, NCLB grant to Fund the Technology Leadership Program, Dade County Commissioner Natasha Sejias grant to fund before and after-school student tutorial services, and Title III funds for Project EIEP. Our strengths are a fabulous and energetic faculty and staff who are goal driven to maintain an A school. Our elective department boasts state recognized choral and instrumental musical ensembles and an excellent keyboarding curriculum. The cohesive teamwork that has been developed and the increase in stakeholder buy in through the implementation of the Continuous Improvement Model has substantially improved the ability of this school to achieve its goals. The major challenge we face is to continuously improve our students' overall reading, mathematics and science ability and improve the performance of our NCLB subgroups in reading, writing, and mathematics. We have the opportunities to improve on all established SIP goals and our internal data collection and analysis procedures.

School Foundation

Leadership:

Over 85 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the performance of the school leadership in sharing the mission and vision of the school, and setting the direction for the school. This category was tied with another category as the second highest ranked with a 4.2 on a scale of 5.0. The introduction of the Continuous Improvement Model (CIM) to the school faculty and staff, and the development of school improvement committees has produced positive support for the school leadership from all in-house stakeholders. More emphasis needs to be placed on items such as encouraging instructional and support staff members to participate in learning opportunities which will help them advance in their careers, and to more frequently query instructional and support staff about their thoughts on improving school operation and performance which received the lowest survey item ratings.

District Strategic Planning Alignment:

Over 80 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the school process for developing Strategic planning goals and objectives as an integrated team. This category was tied with one other category as the lowest ranked with a 4.0 on a scale of 5.0. The introduction of the CIM to the school faculty and staff, and the development of school improvement committees has increased interaction among in-house stakeholders that subsequently produced school-wide goals and objectives endorsed by all in-house stakeholders. More emphasis needs to be placed on items such as seeking more frequent input from all in-house stakeholders when future plans are developed which received the lowest survey item rating.

Stakeholder Engagement:

Over 81 percent of the survey respondents' replies to questions in this area indicated strong agreement or agreement with the performance of the school in customer and market focus. This category was tied with one other categories as the second highest ranked with a 4.2 on a scale of 5.0. More emphasis needs to be placed on items such as continuously surveying the satisfaction level of the customers, providing the opportunity for in-house stakeholders to make decisions to solve customer problems, and making periodic adjustments to customer service which received the lowest survey item ratings.

Faculty & Staff:

Over 81 percent of the survey respondents' replies to the questions in this area indicated strong agreement or agreement with concept of working as an academic team. This category was tied with one other category as the third highest ranked with a 4.1 on a scale of 5.0. A stronger approach to teacher mentoring by administrators and departmental leaderships and supervisory mentoring of support staff will help improve upon the items such as recognition for work, supervisory encouragement to develop job skills for advancement, and the preception that the school cares about the individual staff member all of which received the lowest survey item ratings.

Data/Information/Knowledge Management:

Over 89 percent of the survey respondents strongly agreed or agreed with the performance of the school faculty and staff in measurement, analysis and knowledge management. This category was highest ranked with a 4.3 on a scale

of 5.0. More emphasis needs to be placed on items such as providing staff members with appropriate important information for them to accomplish their tasks correctly, and to keep them periodically apprised as to the accomplishments and progress of the school which received the lowest survey item ratings.

Education Design:

Over 79 percent of the survey respondents strongly agreed or agreed with the idea that the processes in place for driving the operation of the school are understood, supported and are working well. This category was tied with one other categories as the lowest ranked with a 4.0 on a scale of 5.0. More emphasis needs to be placed on items such as providing more resources so staff can accomplish their jobs, and assisting staff on collecting and analyzing data on the quality of their work which received the lowest survey item ratings.

Performance Results:

Over 80 percent of the survey respondents strongly agreed or agreed with the idea that the school was performing its job well in areas other than academics. This category was tied with one other categories as the third highest ranked with a 4.1 on a scale of 5.0. More emphasis needs to be placed on items such as providing staff members information about the school budget on a recurring basis, utilizing personnel's time and talent efficiently, remove obstacles that impeded progress, and provide opportunities and structure to staff members to help their community which received the lowest survey item ratings.

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 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:

Reading achievement will improve and Annual Yearly Progress will be met for all No Child Left Behind (NCLB) groups.

Needs Assessment

Scores on the 2006 FCAT Reading Assessment indicate that 59 percent of students in grades six through eight scored at or above FCAT achievement Level 3, an increase of ten percentage points over scores of the 2005 administration; 72 percent of students in grades six through eight made learning gains, an increase of nine percentage points over scores of the 2005 administration; 77 percent of the lowest quartile making reading gains in grades six through eight increased three percentage points over scores of the 2005 administration; students in the No Child Left Behind (NCLB) African American subgroup population was one percentage point below the federal requirement for Adequate Yearly Progress (AYP); Limited English Proficiency subgroup population was 20 percentage points below the federal requirement for Adequate Yearly Progress (AYP); and Students with Disabilities subgroup population was 35 percentage points below the federal requirements for Adequate Yearly Progress. Further analysis of the data

indicates additional emphasis needs to be given in Reference/Research to grade six; Reference/Research to grade seven; and Reference/ Research to grade eight.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based upon the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 60 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based upon the Sunshine State Standards, African American students will improve reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based upon the Sunshine State Standards, Limited English Proficient students will improve reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Given instruction based upon the Sunshine State Standards, Students with Disabilities will improve reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer the DARE Test to students identified as High Risk through the MAZE test.	Administration, Student Services, Language Arts Chairperson, Reading Leader, Reading and Language Arts staff	8/14/2006	5/29/2007	District-wide literacy plan	\$0.00
Implement a District sponsored course recovery class utilizing PLATO software for	Administration, Student Services, Language Arts Department	8/14/2006	5/29/2007	District-wide literacy plan	\$0.00

students in all grades who have not achieved required points to be promoted to the next grade level.	Chairperson, and Reading Leader				
Administer the MAZE test to monitor proficiency for all intensive reading students on a three times a year basis, using results to adjust instruction towards specific benchmarks.	Administration, Student Services, Language Arts Chairperson, Reading Leader, Reading and Language Arts staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Identify and target grade 6 standard curriculum students who scored at or above Achievement Level 3 in reading, and expose them to critical thinking strategies based upon CRRP and district Language arts and reading pacing guides.	Administration, Language Arts Department Chairperson, Language Arts staff, all instructional staff	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Create a Reading Plus class for students at Achievement Level 1, with special emphasis on African American, Limited English Proficient (LEP) and Students with Disabilities (SWD)utilizing the CRRP and District Language Arts and Reading pacing guides.	Administration, Student Services, Language Arts Department Chairperson, and Reading Leader	8/14/2006	5/29/2007	District-wide literacy plan	\$0.00
Identify FCAT Level 1 and 2 reading students with special emphasis on African American, Limited English Proficient (LEP) and Students with Disabilities (SWD) and offer reading in the form of intensive reading classes, before and after-school tutoring programs two times per week for these identified students, and a Saturday Academy for Level 3 and 4 students, using pre and posttests for student evaluation.	Administration, Student Services, Language Arts Department Chairperson, Reading Leader, Reading and Language Arts Staff	8/14/2006	5/29/2007	District-wide literacy plan	\$15000.00
Implement a daily 30 minute school-wide reading initiative based upon the CRRP utilizing teacher and student directed reading activities.	Administration, Language Arts Department Chairperson, Reading Leader, and all instructional staff	8/14/2006	5/29/2007	District-wide literacy plan	\$14000.00

Research-Based Programs

- Prentice Hall Textbook series for Language Arts Instruction
- Read XL series for Intensive Reading Instruction
- Read Advantage for Intensive Reading plus instruction
- Read 180 program instruction for inclusive intensive reading courses
- 8-Step Continuous Improvement Model(CIM)
- Data driven decision making
- Creating Independence through Student-owned Strategies (CRISS)
- Reciprocal Teaching
- Comprehensive Research-Based Reading Plan (CRRP)

Professional Development

- Prentice Hall Textbook series for Language Arts Instruction
- Read XL series for Intensive Reading Instruction
- Read Advantage for Intensive Reading plus instruction
- Read 180 program instruction for inclusive intensive reading courses
- 8-Step Continuous Improvement Model(CIM)
- Data driven decision making
- Creating Independence through Student-owned Strategies (CRISS)
- Reciprocal Teaching
- Comprehensive Research-Based Reading Plan (CRRP)

Evaluation

The summative assessment of this objective will be based upon the data from the 2007 FCAT Reading Assessment.

The formative assessment of this objective will be based upon school developed tri-weekly assessments, district interim assessments, MAZE testing three times a year, individual diagnostic reading, and tutorial program Pre/Post-Tests.

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 checked="" 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 2 STATEMENT:

Mathematics achievement will improve and Annual Yearly Progress will be met for all No Child Left Behind (NCLB) groups.

Needs Assessment

Scores on the 2006 FCAT Mathematics subtest indicate that 55 percent of students in grades 6 through 8 scored at or above FCAT achievement Level 3, an increase of four percentage point over scores of the 2005 administration; 70 percent of students in grades 6 through 8 made learning gains, an increase of four percentage points over scores of the 2005 administration; students in the No Child Left Behind (NCLB) African American subgroup population was 13 percentage points below the federal requirement for Adequate Yearly Progress (AYP); Economically Disadvantaged Students subgroup population was five percentage points below the federal requirement for Adequate Yearly Progress (AYP); Limited English Proficiency students subgroup population was 23 percentage points below the federal requirement for Adequate Yearly Progress (AYP); and Students with Disabilities subgroup population was 41 percentage points below the federal requirements for Adequate Yearly Progress (AYP). Further analysis of the data indicates additional emphasis needs to be given in Measurement, Algebraic Thinking, and Data Analysis for grade 6, Measurement and Algebraic Thinking in Grade 7, Measurement, Geometry and Data Analysis in Grade 8.

NCLB SUBGROUP TARGET

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

Measurable Objective

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

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

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

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize on-site developed Pre/Posttests, and short and frequent assessments through the Edusoft program to monitor students' academic performance and adjust instructional programs accordingly.	Administration, Mathematics Department Chairperson and Mathematics Department staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Identify and target standard curriculum students who scored at or above Achievement level 3 in mathematics in each of the NCLB subgroups for enrollment in advanced academic courses with more rigorous mathematics requirement.	Administration, Student Services, Mathematics Department Chairperson, and Mathematics Department staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Utilize in the classroom Student Performance Indicators (SPI), and Edusoft databases to target data driven instruction for students.	Administration, Mathematics Department Chairperson and Mathematics Department staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Implement a District sponsored course	Administration, Student Services,	8/14/2006	5/29/2007	Continuous	\$0.00

recovery class utilizing PLATO software for students in all grades who have not achieved required points to be promoted to the next grade level.	Mathematics Department Chairperson, Mathematics staff			Improvement Model	
Use the Dell Techknow, Test Tools, Riverdeep, FCAT Explorer, Glencoe Test Software, and Edusoft software to identify specific mathematical weaknesses.	Administration, Mathematics Department Chairperson and Mathematics Department staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$25000.00
Develop and implement curriculum alignment schedule based upon the District Pacing Guides to ensure uniformity of instruction and timely presentation of material.	Administration, Mathematics Department Chairperson and Mathematics Department Staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Identify FCAT Level 1 and 2 mathematics students with special emphasis on African American, Economically Disadvantaged, Limited English Proficient (LEP) and Students with Disabilities (SWD) and offer intensive mathematics classes, and before and after-school tutoring programs two times per week to these identified students utilizing pre and posttests to evaluate them.	Administration, Student Services, Mathematics Department Chairperson, and Mathematics Department staff	8/14/2006	5/29/2007	District Strategic Plan	\$15000.00

Research-Based Programs

- Glencoe Mathematics core series
- 8-step Continuous Improvement Model (CIM)
- Data driven decision making
- Creating Independence through Student-owned Strategies (CRISS)

Professional Development

- Glencoe Mathematics core series
- 8-step Continuous Improvement Model (CIM)
- Data driven decision making
- Creating Independence through Student-owned Strategies (CRISS)

Evaluation

The summative assessment of this objective will be based upon the data from the 2007 FCAT Mathematics Assessment.

The formative assessment of this objective will be based upon District Interim assessments, school developed Pre/Post-Tests, tutorial program Pre/Post-Tests, and short and frequent teacher assessments.

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 checked="" 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 3 STATEMENT:

Writing achievement will improve and Annual Yearly Progress will be met for all No Child Left Behind (NCLB) groups.

Needs Assessment

Scores on the 2006 FCAT Writing subtest indicate that 94 percent of students in grade 8 met the state required mastery level of 3.5. The combine writing score of 4.1 was an increase of 0.4 from the combined score of the 2005 administration. Further analysis of the data indicates additional emphasis needs to be given in expository 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 upon the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by 95 percent of students scoring 3.5 or above on the 2007 administration of the FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a cross curriculum daily journal writing requirement with emphasis on grade 8 student participation and performance.	Administration, Student Services, Department Chairpersons for ESE, Language Arts, Science, and Social Studies	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Develop in-house essay contests and increase participation in current District Writing contests.	Administration, Language Arts Department Chairperson, Language Arts staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Increase participation of grade 6, 7, and 8 students in the yearbook elective.	Administration, Student Services, Language Arts Department Chairperson, Language Arts staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Implement elements of writing instruction in grades 6, 7, and 8 Language Arts classes.	Administration, Language Arts Department Chairperson and Language Arts Department staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Use the Pre and Post FCAT Writing test, and implement a quarterly writing sample assessment to identify students not meeting the state writing requirements as indicated by their writing samples and adjust the academic instruction plan .	Administration, Language Arts Department Chairperson and Language Arts Department staff	8/14/2006	5/29/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Prentice Hall Textbook series for Language Arts Instruction
- Prentice Hall Writing and Grammar Interactive Text on CD-ROM
- Write Source 2000 Skills Book
- 8-Step Continuous Improvement Model(CIM)
- Data driven decision making

Professional Development

- Prentice Hall Textbook series for Language Arts Instruction
- Prentice Hall Writing and Grammar Interactive Text on CD-ROM
- Write Source 2000 Skills Book
- 8-Step Continuous Improvement Model(CIM)
- Data driven decision making

Evaluation

The summative assessment of this objective will be based upon the data from the 2007 FCAT Writing Plus Assessment.

The formative assessment of this objective will be based upon Pre/Post FCAT Writing Tests, and school developed quarterly writing assessment samples.

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

GOAL 4 STATEMENT:

Science achievement will improve for all grade eight students.

Needs Assessment

Scores on the 2006 FCAT Science subtest indicate that 24 percent of grade 8 students scored at or above the FCAT achievement Level 3 which is two percentage points below the district's achievement level. Further analysis of the data indicates additional emphasis needs to be given in the physical/chemical science and scientific thinking content clusters.

Measurable Objective

Given instruction based upon the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 49 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize on-site developed Pre/Post-tests and short frequent assessments through the Edusoft program to identify students not meeting state science requirements as indicated by interim test scores and adjust instructional programs accordingly.	Administration, Science Department Chairperson and Science Department staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Identify underachieving students and offer afterschool tutoring and mentoring programs two times per week to these identified students.	Administration, Science Department Chairperson, and Science Department staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$5000.00
Maintain a SECME club that fosters maximum student exposure to careers in science, engineering, technology, and mathematics through local and national contests.	Administration, Science Department Chairperson and SECME Instructors	8/14/2006	5/29/2007	Mentoring Opportunities	\$1000.00
Identify and target standard curriculum students who scored at or above Achievement Level 3 in reading and or mathematics in each NCLB subgroups for enrollment in advanced academic courses with more rigorous science requirements.	Administration, Student Services, Science Department Chairperson, and Science Department staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Increase the number of classroom inquiry based activities, and conduct a school wide science fair that require students to use process skills for group and individual work.	Administration, Science Department Chairperson and Science Department staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Use Test Tools, Riverdeep, Glencoe Test Software and Edusoft software to identify specific science weakness, and provide parental access to these evaluative tools.	Administration, Science Department Chairperson and Science Department staff	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Implement benchmark driven curriculum alignment schedule to ensure uniformity of instruction and timely presentation of material utilizing the District Pacing Guide.	Administration, Science Department Chairperson and Science Department staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

- Glencoe Science core series
- Holt Earth Space Science series
- 8-Step Continuous Improvement Model (CIM)
- Data driven decision making
- Creating Independence through Student-owned Strategies (CRISS)

Professional Development

- Glencoe Science core series
- Holt Earth Space Science series
- 8-Step Continuous Improvement Model (CIM)
- Data driven decision making
- Creating Independence through Student-owned Strategies (CRISS)

Evaluation

The summative assessment of this objective will be based upon the data from the 2007 FCAT Science Assessment.

The formative assessment of this objective will be based upon school developed Pre/Post-Tests, short and frequent teacher 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

Parental involvement and satisfaction with the school environment must increase.

Needs Assessment

An analysis of parental involvement trends at Lawton Chiles Middle School reveals that parental attendance (parents of the participants) is high usually at or above 80 percent at special events such as Science Fairs, Choral and Band performances, drama related activities and multicultural fairs. Parental involvement is excellent for open house at about 65 percent for grade six parents, but decreases significantly for grade seven to about 25 percent and grade eight parents at ten percent. Other academically related activities such as parent workshops are not well attended and usually averaged about 3 percent except for interdisciplinary team parent conferences where about 98 percent of the schedule parents due attend. Additionally the number and variety of parent workshops offered needs to be increased from the six per year to at least one per month.

Measurable Objective

Given the school-wide emphasis on community/parental involvement the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the participation logs for the 2005-2006 and 2006-2007 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain an up-to-date parent resource center containing pertinent school information in the front administrative office.	Administration, PTSA, Student Services, Department Chairpersons	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Provide strategies for parents to use at home to support reading, mathematics, writing and science achievement through workshops, printed information, community school/parent outreach programs.	Administration, PTSA, EESAC, Department Chairpersons	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Publish a monthly informational newsletter for parents and students.	Administration, PTSA	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Develop and implement workshops, printed information, community school/parent outreach programs for for use by parents to assist in their children's academic development.	Administration, PTSA and EESAC	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Conduct Parent-Teacher-Student Association (PTSA) membership drive to increase parent participation in school based activities.	Administration, PTSA, EESAC	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Promote Parent Academy Program utilization by our parent population by acting as a host site.	Administration, Student Services, PTSA, EESAC	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Promote and facilitate parent stakeholder participation in school-wide goal planning and activity development through EESAC discussions of budget allocations.	Administration, PTSA and EESAC	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

- National Standards for Parent and Family Involvement PTSA
- 8-Step Continuous Improvement Model (CIM)
- Data driven decision making

Professional Development

- National Standards for Parent and Family Involvement PTSA
- 8-Step Continuous Improvement Model (CIM)
- Data driven decision making

Evaluation

The summative assessment of this objective will be based upon the analysis of participation logs for the 2005-2006 and 2006-2007 school years.

The formative assessment of this objective will be based upon attendance rosters for workshops, special activities, EESAC meetings, volunteers, and PTSA membership.

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

GOAL 6 STATEMENT:

Lawton Chiles Middle School will reduce the number of critical response incidents.

Needs Assessment

An analysis of the Student Case Management System Executive Summary, Suspension rates report, and the Serious Incident Report Lawton Chiles has seen a small increase of 16 percent in critical response incidents from 100 in 2004-2005 to 116 in 2005-2006. A need exists to reverse this trend and reduce this number further to below 100 per year.

Measurable Objective

Given the Student Code of Conduct and emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 14 percent decrease in the number of critical response incidents.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and maintain a school-wide set of common classroom rules.	Administration, Discipline Committee, all instructional staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Implement and maintain a sequence of consequences which escalate rapidly for repeat offenders.	Administration, Discipline Committee, and all instructional staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Increase utilization of guidance counselors to provide interventions to modify inappropriate student behaviors.	Administration, Student Services	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Maintain a computerized system for identifying and authorizing access to the school site by non-school site persons.	Administration, Security Monitors	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Implement a program of rewards and incentives for model student behavior.	Administration, Incentives and Rewards Committee	8/14/2006	5/29/2007	Continuous Improvement Model	\$1500.00
Increase the utilization of hall sweeps to identify repeat tardy offenders to provide progressive strategies to modify inappropriate student behavior in the campus hallways.	Administration and CSI Instructor	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

- Assertive Discipline by Lee Cantor
- 8-Step Continuous Improvement Model (CIM)

Professional Development

- Assertive Discipline by Lee Cantor
- 8-Step Continuous Improvement Model (CIM)

Evaluation

The summative assessment of this object will be based upon extracted data from the School Police Activity Report Monthly Totals By Location Report.

Formative assessment of this objective will be based upon the monthly analysis of Student Case management forms forwarded to and acted upon by Administration.

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

GOAL 7 STATEMENT:

Lawton Chiles Middle School will have all teachers utilize the electronic Pinnacle Grade-book Program.

Needs Assessment

An analysis of the staff shows that some 6 teachers were new to our school this year and had never used an electronic grade-book.

Measurable Objective

Given an emphasis in the use of technology in education, all teachers will utilize the electronic gradebook as evidenced by 100 percent production of electronic report cards for all grading periods.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct appropriate initial and upgrade electronic grade-book software training for appropriate instructional personnel.	Administration, Grade-Book Manager	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Conduct periodic monitoring to ensure proper utilization of the Pinnacle Grade-Book software by teachers.	Administration, Grade-Book Manager	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Provide as needed, support for staff members who are having difficulties implementing the program.	Administration, Grade-Book Manager and individual instructional staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Print Interim progress reports for the entire student population.	Administration, Grade-Book Manager	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Print individual attendance and academic progress reports to be used during Parent/Teacher conferences.	Administration and individual instructional Staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Provide parental access to their children's grades through the internet connected gradebook.	Administration, Grade-Book Manager	8/14/2006	5/29/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Pinnacle Grade-Book Program by Excelsior
- 8-Step Continuous Improvement Model (CIM)

Professional Development

- Pinnacle Grade-Book Program by Excelsior
- 8-Step Continuous Improvement Model (CIM)

Evaluation

The summative assessment of this objective will be based upon the actual grading period and examination inputs download to OIT for year end report cards as indicated by a school generated report.

The formative assessment of this objective will be based upon the periodic review of system use by the Grade-Book Manager.

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 checked="" 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 8 STATEMENT:

Lawton Chiles Middle School will increase the number of students receiving awards based upon the FITNESSGRAM.

Needs Assessment

An analysis of the 2006 Physical Fitness test summary indicates that 70 percent of the students tested under the FITNESSGRAM achieved Gold or Silver Awards, a increase of 2 percentage points over scores of the 2004-2005 FITNESSGRAM administration.

Measurable Objective

Given instruction based upon District mandated FITNESSGRAM standards, students in grades six through eight will improve their fitness silver and gold award levels to 71 percent of the participants tested.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement periodic student fitness progress checks to monitor student fitness development.	Physical Education Instructors	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Develop activities for students that emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administration, Physical Education Department instructors, and all other instructional staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Utilize FITNESSGRAM Curriculum.	Administration, Physical Education Department Instructors	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Dedicate an appropriate amount of time for fitness related activities on a weekly basis.	Physical Education Department instructors, and all other instructional staff	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Administer a FITNESSGRAM pre and post-test to determine fitness levels of the tested students.	Administration, Physical Education Department instructors	8/14/2006	5/29/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Human Kinetics FITNESSGRAM
- 8-Step Continuous Improvement Model (CIM)

Professional Development

- Human Kinetics FITNESSGRAM
- 8-Step Continuous Improvement Model (CIM)

Evaluation

The summative assessment of this objective will be based upon the percentage of student participants in grade six through eight receiving awards on the 2006-2007 FITNESSGRAM, health-related fitness test.

The formative assessment of this objective will be based upon the periodic review of student fitness progress assessments.

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

GOAL 9 STATEMENT:

Lawton Chiles Middle School will increase the number of students participating in all elective curriculums and activities.

Needs Assessment

A comparison analysis of the 2005-2006 school year to the 2006-2007 school year elective student population indicated that in the foreign language group the Spanish language curriculum student population increased by 13.4 percent, the French language curriculum population increased by 50 percent, the Italian language curriculum student population increased by 30 percent, and the Chinese language curriculum population increased by 360 percent; in the fine arts group the choral student population increased by 13 percent, the instrumental music student population increased by 12 percent, the keyboarding student population decreased by 5 percent, the visuals arts student population increased by 3 percent; in the vocational group the family and consumer science student population increased by 14 percent, the business technology student population increased by 18 percent, the graphic arts student population increased by 20 percent, the technology student population increased by 20 percent; the physical education student population increased 19 percent, and the computer education student population increased by 42 percent.

Measurable Objective

Given emphasis on the benefits of participating in elective curriculums the number of students participating in elective courses will increase by one percent 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		
Implement an early bird 5 day a week instructional period and a 2 hour block of instruction in 3 days a week in an afterschool format for a Chinese language curriculum.	Administration, Student Services, ESOL Department Chairperson, and Foreign Language staff	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Develop a support agreement with FIU and Taiwan to produce additional resources to enhance the Chinese Language course.	Administration, ESOL Department Chairperson	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Maintain extended foreign language program in Spanish for students in grade 6 through 8 using the science curriculum.	Administration, Student Services, ESOL Department Chairperson, Foreign Language staff, and Science Department staff	8/14/2006	5/29/2007	Dual Language Education	\$0.00
Maintain the Italian language, French language, and Spanish language offerings at a schedule of five periods.	Administration, Student Services, ESOL Department Chairperson, and Foreign Language staff	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Participate in Italian and Chinese government sponsored cultural activities and contests.	Administration, Student Services, ESOL Department Chairperson, and Foreign Language staff	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Participate in school, district, local, and state sponsored concerts, contests, intramural sports, and exhibitions to show case choral, instrumental, visual arts, business technology, physical education skills and computer skills to perspective students.	Administration, Elective Department Chairperson and Elective Department staff	8/14/2006	5/29/2007	Continuous Improvement Model	\$0.00
Expand the annual Culture Fair to include more parental participation and Spanish, French, Italian and Chinese representation at the fair.	Administration, ESOL Department Chairperson, Foreign Language staff	8/14/2006	5/29/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Glencoe French Language program series
- Glencoe Spanish Language program series
- 8-Step Continuous Improvement Model (CIM)

Professional Development

- Glencoe French Language program series
- Glencoe Spanish Language program series
- 8-Step Continuous Improvement Model (CIM)

Evaluation

The summative assessment of this objective will be based upon the 1 percent increase in students requesting foreign language classes, vocational classes, fine arts classes, physical education classes and computer education classes.

The formative assessment of this objective will be based upon an analysis of the students participating in foreign language vocational classes, fine arts classes courses, physical education classes, and computer education classes; and the number of students interested in enrolling in these programs during the spring articulation period for the next 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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

Lawton Chiles Middle School will rank above the 92th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004- 2005, Lawton Chiles Middle School ranked at the 92th percentile on the State of Florida ROI index.

Measurable Objective

Lawton Chiles Middle School will improve its ranking on the State of Florida ROI Index publication from the 92th percentile in 2004-2005 to the 93th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Improve staff knowledge about the use of financial resources in relation to school programs.	Administration	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Administration	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Reconfigure existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/14/2006	5/29/2007	District Strategic Plan	\$0.00
Share use of facilities, partnering with community agencies.	Administration	8/14/2006	5/29/2007	District Strategic Plan	\$0.00

Research-Based Programs

- State of Florida ROI Index and
- 8-Step Continuous Improvement Model (CIM)

Professional Development

- State of Florida ROI Index
- 8-Step Continuous Improvement Model (CIM)
- Budget Conferences
- Grants Training
- MSAF
- Budget Training

Evaluation

The summative assessment of this objective will be based upon the publication of the next ROI Index when Lawton Chiles Middle School will show progress toward reaching the 93th percentile.

EESAC Compliance

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

Budget:

EESAC approved the allocation of monies for the before-school and after-school tutorial program from both the EESAC funds and FCAT enhancement monies and the purchase of additional instructional materials such as the Scope magazine which support SIP goals.

Funds expenditures for purchase of the Scope reading magazine were authorized to support the school reading program. Additional funds will be authorized to support the media center and school technology resources.

Training:

EESAC discussed and recommended general training and professional development activities for CIM training which support SIP goals.

Instructional Materials:

EESAC reviewed and recommended the purchase of the Scope magazine as a major instructional material for the school reading program which support SIP goals.

Technology:

EESAC reviewed and made recommendations for the replacement of aging technology and use of existing technology to support SIP goals. Budgets from technology have been reviewed and sources of monies to support the requests are being sought.

Staffing:

EESAC reviewed with the Principal, current staffing proposals and offered advice and comment for Administrators' consideration.

Student Support Services:

EESAC reviewed current volunteer procedures and discussed approaches to increasing parental involvement in academic activities. Publication of school events and parent workshops in the local community newspaper has been increased and increased emphasis has been placed on securing more high school student participation for tutoring and mentoring programs.

Other Matters of Resource Allocation:

EESAC discussed possible approaches to the community through the CBRs to gain additional support and resources for SIP accomplishment. Team Metro will be present at most of the special events for parents.

Benchmarking:

Discussed current SIP and how it will be minimally assessed on a quarterly basis to adjust strategies as needed within the structure of the Continuous Improvement Mode (CIM). All quarterly data will be compiled, analyzed, and reported as an in-progress update.

School Safety & Discipline:

EESAC reviewed and supported all recommendations of the School Discipline Committee, and approved the continued fiscal support of the on-line school computerized visitor ID and screening system.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$29,000.00
Goal 2: Mathematics	\$40,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$6,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$1,500.00
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:	\$76,500.00

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