
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6211 - Glades Middle School

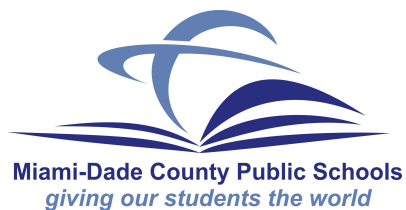
FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Elio Falcon, Jr.

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Glades Middle School

The Glades Middle School community seeks to empower students through a curriculum of academic and technological support that will enable them to meet the choices and challenges of the 21st century. Glades Middle School is a suburban middle school with a diverse enrollment of 1370 students; 78% Hispanic, 16% White, 2% Black, and 4% Asian/Native American/Multiracial, in grades sixth through eighth. Forty percent of our students at Glades Middle School are on free or reduced meals. At this time, we are continuing with programs and concepts that have been implemented which include an increased number of high school courses offered in Mathematics, Science, and Foreign Languages on campus that focus on developing higher level thinking skills. In addition to this, double blocking of students experiencing reading and mathematics difficulties is being implemented to address the needs of these students. We have increased staff development, implementation of the Comprehensive Reading Plus Plan, the Inclusion Model of teaching and the Plato Credit Recovery Program for students repeating a Language Arts or Mathematics course. The Glades Middle School community has carefully reviewed data and trends including the School Improvement Plan for 2005-2006, the 2005 and 2006 test results from the Florida Comprehensive Assessment Test (FCAT) in Reading, Mathematics, Writing, and Science, the District's interim assessments, the MAZE Reading Comprehension Test for placement of students in intensive reading and the Diagnostic Assessment of Reading (DAR) for intensive reading plus. As a result, the Glades Middle School community, represented by the Educational Excellence School Advisory Council identified the following goals and objectives for the 2006-2007 School Improvement Plan.

Given instruction using Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 73 percent of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards, Limited English Proficient (LEP) students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at or above FCAT Level 3 on the 2007 FCAT Reading test.

Given instruction using Sunshine State Standards, Students with Disabilities (SWD) students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at or above FCAT Level 3 on the 2007 FCAT Reading test.

Given instruction using Sunshine State Standards, students in grades six through eight will improve their mathematic skills as evidenced by 71 percent of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Limited English Proficient (LEP) students, in grades six through eight will improve their mathematic skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students with Disabilities (SWD), in grades six through eight will improve their mathematic skills as evidenced by 56 percent of the students scoring at or above

FCAT Achievement Level 3 on the 2007 FCAT Mathematics test.

Given instruction using the Sunshine State Standards, eighth grade students will increase or maintain their writing skills as evidenced by 91 percent of students achieving 3.5 or higher documented by scores of 2007 FCAT Writing Plus test. In addition, data indicated that 65 percent of the LEP students improved by 2 percent.

Given instruction using Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science test.

Given collaboration within the Glades community, volunteer stakeholders will actively participate in programs and activities to enhance student achievement and maximize community involvement as documented by the 2006-2007 Volunteer Hour Log Book achieving a total of 4,104 volunteer hours for the 2006-2007 academic year and the acquisition of the Miami-Dade County Public Schools 2006-2007 Golden School Award.

Given the effect of student attendance on student achievement, the number of outdoor suspensions from school during the 2006-2007 year will decrease as compared to the previous year by two percent via Student Case Management (SCM) reports.

Given the increased use of technology, 100% of the parents/guardians will have access to the Parent Internet Viewer by the third nine weeks grading period, as documented by 2007 ITS reports.

Given instruction using the Sunshine State Standards, 76 percent of the sixth through eighth grade students enrolled in Physical Education will receive the FITNESSGRAM award in 2007.

Given instruction using the Sunshine State Standards, the number of students enrolled in electives classes will increase by 2% in the 2006-2007 school year, as compared to 433 students enrolled in elective classes in the 2005-2006 school year as documented by the master schedule.

Glades Middle School will improve its ranking on the State of Florida Return on Investment index publication from the 87 percentile in 2003 to the 90 percentile on the next publication of the index.

Data from the 2006-2007 Organizational Performance Improvement Snapshot survey indicates that 87% of the staff members who took the survey are in agreement or strong agreement with all the categories surveyed. EESAC selected 7c. "I know how well my work location is doing financially", as one point that deserves further consideration by the school-site administration. Although 60% of those surveyed agreed or strongly agreed that they were satisfied in this category, 17% did not agree with this topic and 23% did not side one way or the other. The administrators will continue to inform the staff about the school's financial resources through faculty meetings and the principal will present the school's budget to EESAC on a regular basis.

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.

Glades Middle School

VISION

Glades Middle School's vision statement encompasses a comprehensive and inclusive learning environment developed through interdisciplinary planning, that will engage the learning styles of all students by infusing technology throughout the curriculum.

MISSION

Glades Middle School's mission statement is to empower students with critical thinking skills so that they are prepared for lifelong learning and stresses the values of creativity, information, and experimentation. Thus, providing the students with the tools needed to succeed in a highly technological world and become productive members of society.

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.

School Demographics

Glades Middle School is located on 17.24 acres in a southwest Miami-Dade County residential neighborhood. The school is located at 9451 SW 64 Street, Miami, Florida. The campus consists of a two-story main building built in 1963, the Thelma Morgan Science Annex built in 2001, and 13 portables. The new science annex houses state-of-the-art laboratory facilities and the school has been wired to provide closed circuit television and Internet access throughout the entire building. New equipment and refurbished locker rooms support the athletic program and the band program. A 450 seat auditorium serves as a stage for school assemblies and performances. The campus also has four lighted baseball fields that are shared by a community Khoury League.

Glades Middle School serves 1,368 students from the surrounding neighborhood; including standard curriculum students (68%), Special Education Students (SPED) (26% which is composed of 16% Gifted and 10% all other exceptionalities), English Speakers of Other Languages (ESOL) students (6%), and economically disadvantaged students (40%). The ethnic/racial makeup of the student is 1.6% Asian, 0.2% Native American, and 2.3% multi-cultural, 1.9% Black, 77.9% Hispanic, and 15.8% White. The mobility rate is approximately 19%.

This school is comprised of a diverse staff of 72 teachers, five counselors, four administrators, one media specialist, and 28 additional support personnel. Of this group 24 hold advanced degrees, which includes 6 teachers, 3 with Doctorates and 3 with National Board certification, while 4 are currently enrolled in graduate programs or postgraduate coursework. Of the teaching staff twenty-one percent are teachers new to the school, with the average length of time teaching at 10 years.

We at Glades Middle School are very fortunate to have students, parents, community members and administrators who give their hearts and souls to the process of educating our young. There are many awards that have been given to Glades Middle School since it opened its doors. We have received the Golden School award for two decades, the Five Star award for three consecutive years and will pursue it again this year, Miami-Dade County Youth Crime Watch Club of the Year, Music Festival Award, Florida Band Masters Association Superior rating awards for the Symphonic Band, the school's band was awarded a Proclamation from the city of Miami's Major, and Miami-Dade County Public Schools Parent Volunteer of the Year award. In the past few years the school was awarded the Ellis Lab grant and individual teachers have received Education Fund grants.

Glades Middle School staff is aware that LEP students did not meet adequately yearly progress in the areas of Reading and Mathematics, and SWD did not in mathematics, but SWD students did achieve safe harbor in Reading. In addition to this, the LEP students did not meet adequate yearly progress in writing. In order to target the subgroups that did not meet adequate yearly progress we have identified the students and their parents and they will be enrolled in reading and math enrichment along with an after school and Saturday program. In addition, the SWD needs in reading continue to be met with the reading emphasis in their language arts class and the use of Read 180 as a resource tool through their reading class. LEP students needs are being supplemented through the use of the Ellis Lab and the Home Language Program.

School Foundation

Leadership:

With an average score of 4.4 out of 5.0 on the Organizational Performance Improvement Snapshot (OPIS) conducted by the school district indicates that the leadership of the school more than adequately addresses issues that relate to how the leadership sets direction for the school, shares the mission and vision of the school, creates a positive working environment and involve its employee in the day-to-day operations of the school. In addition to this, the staff scored a 4.5 on Measurement, Analysis, and Knowledge Management indicating a very favorable relationship between the staff, administration and the much needed communication and understanding of data to drive a model with continuous improvement, self guided leadership and growth as its goal.

District Strategic Planning Alignment:

With an average score of 4.2 on OPIS, the survey indicates that the goals and objectives of the school and the involvement of its employees in the development of said goals are well aligned with the District's Strategic Planning.

Stakeholder Engagement:

With an average score of 4.4 on OPIS, the survey indicates that the staff is aware of the needs of the customers and the levels of satisfaction of its customers are gauged by the employee's opinion. Further review indicates that the staff rates itself highly with a 4.5 on the specific category of interactions with its customers as in 7a. My customers are satisfied with my work and with the highest rating of 4.7, the staff states in 3a. "I know who my most important customers are."

Faculty & Staff:

With an average score of 4.6 on OPIS, the survey indicates that the faculty and staff feel that their opinions and suggestions are considered by the administration and they share a common goal as is evidenced by 1a. "I know my work location's mission (what it is trying to accomplish)."

Data/Information/Knowledge Management:

With an average score of 4.6 on OPIS, the survey indicates that the employee knows how to measure and analyze information given and how management role affects the organization's overall plan as indicated in 4b. "I know how to analyze (review) the quality of my work to see if changes are needed."

Education Design:

The guided tutorial program entitled School Academy for FCAT Enrichment, S.A.F.E., directs its resources on students after school and Saturdays is implemented at Glades Middle School to enrich the needs of students that have demonstrated below grade level results on the FCAT. It is open for all LEP and SWD students emphasizing remediation in the FCAT Reading and Mathematics Benchmarks. All FCAT Reading Level 1 and Level 2 students will be identified and placed in intervention programs that address the student's individual needs through the implementation of Intensive Reading, Intensive Reading Plus and the modified Language Arts and Reading

instructional program.

Performance Results:

The area that needs to be addressed category 7c, which deals with how informed teachers are about the school's monies.

GOAL 1: READING

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

Florida Education Priorities

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

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

Students will make sufficient annual learning gains, to master the state standards in FCAT Reading.

Needs Assessment

Results of the 2006 FCAT Reading Test indicate that 71 percent of the sixth through eighth grade students met high standards, (FCAT Level 3 and Above), 73 percent of sixth through eighth grade students made learning gains, and 77 percent of the sixth through eighth grade students in the lowest 25 percent quartile made adequate progress. Each are marked improvements over the previous year. Comparison of sixth, seventh and eighth grade scores show that Reference and Research is the lowest scoring area for all grade levels as it was in the previous year, but there was a gain from overall 57 to 62. Additionally, sixth, seventh, and eighth grade LEP students performed poorly on the 2006 FCAT Reading Test, failing to meet the 2006 AYP requirement of 44 percent of students scoring at Level 3 or above. Although, the LEP students did have an overall 7% improvement in Reading, Safe Harbor was not achieved. SWD students did meet AYP by showing a 10% improvement in Reading and reaching Safe Harbor.

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 73 percent of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading test.

Given instruction using Sunshine State Standards, Limited English Proficient (LEP) students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at or above FCAT Level 3 on the 2007 FCAT Reading test.

Given instruction using Sunshine State Standards, Students with Disabilities (SWD) students in grades six through eight will improve their reading skills as evidenced by 51 percent of the students scoring at or above FCAT Level 3 on the 2007 FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue the implementation of CRISS strategies in Reading and Language Arts Classes.	Assistant Principal for Curriculum, Reading and Language Arts Teachers.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of the Accelerated Reader Program.	Assistant Principal for Curriculum, All Advisement Teachers, Language Arts Teachers, Reading Teachers and Media Specialist.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of ELLIS LEP Computer Lab.	Assistant Principal for ESOL and ESOL Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide training on a school wide level to all teachers on the importance of integrating reading strategies in their daily lessons.	All Administrators	08/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Continue the implementation of the Rigorous Reading Requirement.	Assistant Principal for Curriculum, Advisement Teachers, Language Arts and Reading Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Incorporate data from the school Data Study Team to monitor student achievement.	Assistant Principal of Curriculum, Data Analysis Team.	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Continue the implementation of the Continuous Improvement Model within the Plan, Do, Study, Act, (PDSA) cycle.	Assistant Principal for Curriculum, Language Arts Teachers and Reading teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Integrate FCAT task cards and questioning strategies throughout the school curriculum.	Assistant Principapl for Curriculum and Reading Department Chair.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue to support trained teachers on the use of Student Performance Indicators (SPI) and train new teachers on the use of SPI to	Assistant Principal for Curriculum, Reading and Language Arts Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

identify Level 1 and Level 2 students to target their instruction.					
Continue the implementation of the Read 180 Reading Program as a supporting resource for SWD students not in Intensive Reading Plus.	Assistant Principal for Curriculum and ESE Reading Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of the Read 180 Reading Program in the Intensive Reading Plus course for students that were in the RED on the MAZE and DAR testing.	Assistant Principal for Curriculum, Reading Department Chair and Reading Teachers.	08/14/2006	05/30/2007	District-wide literacy plan	\$0.00
Provide after school and Saturday tutorial to targeted areas that students are in need of work in based on individual student SPI data.	Assistant Principal for Curriculum and Tutoring Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Prentice Hall Grammar/Writing, Prentice Hall Literature Reading Series and Scholastic XL Reading services.

Professional Development

Reading and Language Arts teachers will be informed via daily email of open training sessions and or trained in-house with professional development activities that include information about successful research based reading instruction. Reading and Language Arts teachers will also attend District workshops as they become available.

Evaluation

This objective will be evaluated by the scores of the 2007 FCAT Reading Test. Interim Assessment Reports will provide formative assessment which will be used to monitor progress toward this objective. All Level 1 and Level 2 students will be monitored for progress and take the MAZE Reading Test and the Diagnostic Assessment of Reading to determine proper placement in Intensive Reading and Intensive Reading Plus and also to monitor progress.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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 2 STATEMENT:

Students will make sufficient annual learning gains, to master the state standards in FCAT Mathematics.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 69 percent of the sixth through eighth grade students met high standards, (FCAT Level 3 and above) and 72 percent of sixth through eighth grade students demonstrated learning gains. Review of the 2006 FCAT results demonstrate that SWD and LEP subgroups performed below expectations on the 2006 FCAT Mathematics Test, failing to meet the 2006 AYP requirement of 50 percent of students scoring at Level 3 or above. Results of the 2006 FCAT Mathematics indicate that 35% of the LEP students scored at Level 3 or above and 19% of the SWD students scored at Level 3 or above. Comparison of sixth, seventh and eighth grade scores showed that Measurement and Algebraic are the lowest scoring areas for all grade levels.

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

Measurable Objective

Given instruction using Sunshine State Standards, students in grades six through eight will improve their mathematic skills as evidenced by 71 percent of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics test.

Given instruction using Sunshine State Standards, Limited English Proficient (LEP) students, in grades six through eight will improve their mathematic skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Mathematics test.

Given instruction using Sunshine State Standards, Students with Disabilities (SWD), in grades six through eight will improve their mathematic skills as evidenced by 56 percent of the students scoring at or above FCAT Achievement Level 3 on the 2007 FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue the implementation of the Home Language Program.	Assistant Principal for ESOL and ESOL Paraprofessional.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of the Continuous Improvement Model.	Assistant Principal for Curriculum and Mathematics Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue remedial Mathematics classes for students achievement Level 2 on the FCAT Mathematics for students grade 6 through 8.	Assistant Principal for Curriculum and Mathematics Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of the Plato Credit Recovery Program for students making up classes from grades 6 and 7.	Assistant Principal for Curriculum and Plato Credit Recovery Teacher.	08/14/2005	05/30/2007	Continuous Improvement Model	\$0.00
Incorporate data from the school Data Study Team to monitor student achievement.	Assistant Principal of Curriculum, Data Analysis Team.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement an after school and Saturday tutorial program that targets individual student's needs as indicated by the FCAT content clusters.	Assistant Principal for Curriculum and Tutoring Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue to train teachers on the use of Student Performance Indicators (SPI) to identify FCAT Levels and target their instruction accordingly.	Assistant Principal for Curriculum and Mathematics Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Math Applications grades six, Glencoe; Middle School Math McDougall; Pre-Algebra, Prentice Hall; Algebra I, Glencoe; Algebra I Gifted/Prentice Hall Discovery in Geometry Honors, Key Curriculum; Geometry Gifted, Prentice Hall; Math Applications grade seven, Glencoe; Algebra McDougall; Math Applications grade eight, Glencoe; Pre-Algebra, Glencoe.

Professional Development

All instructional staff has received training in the Student Performance Indicator Application on the Web and assessment data. In addition, Mathematics teachers will be informed via daily email of open training sessions and or trained in-house with professional development activities that include information about successful research based Mathematics instruction. Mathematics teachers will also attend District workshops as they become available.

Evaluation

The evaluation component will include the 2007 Mathematics FCAT as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool.

GOAL 3: WRITING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 3 STATEMENT:

Students will make sufficient annual learning gains, to master the state standards in FCAT Writing.

Needs Assessment

The 2006 FCAT Writing Plus data was disaggregated to provide detailed information on students performing in the lowest 25 percent quartile and students not meeting NCLB standards. Data shows that 9 percent of the eighth grade students did not achieve FCAT Level 3.5 or above.

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

Measurable Objective

Given instruction using the Sunshine State Standards, eighth grade students will increase or maintain their writing skills as evidenced by 91 percent of students achieving 3.5 or higher documented by scores of 2007 FCAT Writing Plus test. In addition, data indicated that 65 percent of the LEP students improved by 2 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide regular school-wide diagnostic prescriptive formative writing assessment activities utilizing pre and post evaluations and subsequent remediation.	Assistant Principal for Curriculum and Language Arts Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of the students' writing journals.	Assistant Principal for Curriculum and Language Arts Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of the use of graphic organizers for pre-writing strategies.	Assistant Principal for Curriculum and Language Arts Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of the Continuous Improvement Model.	Assistant Principal for Curriculum and Language Arts Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue to train teachers and students in the use of the six-point rubric to holistically score student essays.	Assistant Principal for Curriculum and Language Arts Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement an after school and Saturday tutorial program that targets individual student's needs as indicated by the FCAT content clusters.	Assistant Principal for Curriculum and Tutoring Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Prentice Hall Grammar and Writing

CRISS (Creating Independence through Student-owned Strategies)

Professional Development

Professional development activities will vary in terms of days and personnel:

1. Data Analysis
2. Writing across the Curriculum
3. CRISS (Creating Independence through Student-owned Strategies)
4. Write Traits Training

Evaluation

This objective will be evaluated by the scores of the 2007 FCAT Writing Plus Assessment. Pre and Post District authored writing tests will be administered which will provide formative assessment data to monitor progress. All Level 1 and 2 students will be monitored for progress.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Students will make sufficient annual learning gains, to master the state standards in Science.

Needs Assessment

The 2006 FCAT Science data was disaggregated to provide detailed information on students performing below FCAT Level 3. Evaluation of the eight grade FCAT Science test shows that Physical and Chemical Science and Scientific Thinking were the lowest scoring areas.

Measurable Objective

Given instruction using Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 50 percent of students scoring FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement guided experiments that are guided by curricular pacing guides in direct correlation to the FCAT Benchmarks.	Assistant Principal for Curriculum and Science Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement the use of an after school tutorial for Q&A in Science.	Assistant Principal for Curriculum and Science Tutor.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of the Continuous Improvement Model.	Assistant Principal for Curriculum and Science Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue to support trained teachers on the use of Student Performance Indicators (SPI) and train new teachers on the use of SPI to identify Level 1 and Level 2 students to target their instruction.	Assistant Principal for Curriculum and Science Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement the use of FCAT style materials identifying the Sunshine State Standards to be used in all aspects of the Science lessons.	Assistant Principal for Curriculum and Science Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of the students' writing journals in Science.	Assistant Principal for Curriculum and Science Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement a vertical lesson plan that spans three year program, incorporating a continuously increasing content knowledge (upwardly spiraling)in grades 6 through 8.	Assistant Principal of Curriculum and Science Department.	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

6th Grade: Glencoe Florida Science - Grade Six

7th Grade: Glencoe Florida Science - Grade Seven

8th Grade: Glencoe Florida Science - Grade Eight

Biology - Honors: Prentice Hall - Biology (Exploring Life)

Earth/Space - Honors: Glencoe - Earth Science

Professional Development

All instructional staff has received training in the Student Performance Indicator Application on the Web and assessment data. In addition, Science teachers will be informed via daily email of open training sessions and or trained in-house with professional development activities that include information about successful research based Science instruction. Science teachers will also attend District workshops as they become available.

Evaluation

This objective will be evaluated by the scores of the 2007 FCAT Science. Site authored tests will be administered quarterly evaluating progress towards this objective.

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 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 5 STATEMENT:

Parent Participation will determine achievement of receiving the 2006-2007 Golden School Award.

Needs Assessment

Parent involvement and attendance at school-wide events such as assemblies, parent orientations, and Open House activities during the 2005-2006 school year were very successful with an overall attendance rate of over 70 percent of a guardian or parent attending the events. Data indicates that 30 percent of the parents are not attending.

Measurable Objective

Given collaboration within the Glades community, volunteer stakeholders will actively participate in programs and activities to enhance student achievement and maximize community involvement as documented by the 2006-2007 Volunteer Hour Log Book achieving a total of 4,104 volunteer hours for the 2006-2007 academic year and the acquisition of the Miami-Dade County Public Schools 2006-2007 Golden School Award.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide an in-school resource center in student services for parents.	Assistant Principal of Student Services, Guidance Chairperson along with the Student Services Department.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Create a designated area on the school web site to display student work.	Assistant Principal for Technology and Web page manager.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of advertising the EESAC and PTSA general meetings on the school's marquee and also use connect-ed.	Assistant Principal for Curriculum and Student Services.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue to implement monthly evening workshops to help families develop parenting skills necessary to provide for their children.	Activities Director, TRUST Counselor and Counselors.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Establish and maintain positive parent communications by implementing connect-ed effectively, along with flyers and the school marquee as a form of school-to-home communications about school programs and children's progress.	Assistant Principal for Curriculum and Activities Director, TRUST Counselor and grade level Counselors.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

National and State level Parent Teacher Student Association.

Professional Development

A staff training/orientation must be conducted in which a minimum of 80 percent of the staff must participate; a school-site volunteer liaison must be designated; the total number of hours in volunteer service must equal twice the number of students (FTE count) enrolled at the school.

Evaluation

This objective will be evaluated by the number of volunteer hours documented on the 2006-2007 Volunteer Hour Log Book.

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

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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 6 STATEMENT:

Student outdoor suspensions will be reduced in order to continue to positively impact student achievement.

Needs Assessment

Data on the Referral Action Report showed that student suspensions were reduced by 25% in 2005-2006 as compared to 2004-2005.

However, there is still a need to continue to reduce the number of students suspended for 2006-2007 as compared to 2005-2006. As data indicates that as the number of student's outdoor suspensions decrease academic achievement increases.

Measurable Objective

Given the effect of student attendance on student achievement, the number of outdoor suspensions from school during the 2006-2007 year will decrease as compared to the previous year by two percent via Student Case Management (SCM) reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule Teacher Parent Conferences in a timely and regular basis.	Grade Level Counselors and Team Leaders.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement workshops and make literature available for parents of the targeted student population in order to facilitate appropriate intervention strategies at school and home.	Assistant Principal for Discipline and Student Services, TRUST Counselor and grade level Counselors.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue to implement Saturday School assignments as a replacement for both indoor and some outdoor suspensions.	Assistant Principal for Discipline and Saturday School Discipline Teacher.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Identify students in need of intervention and refer to the TRUST Counselor.	Discipline Committee and TRUST Counselor.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Form a discipline committee comprised of assistant principals, teachers, SCSI teacher, security personnel, peer counselors, and counselors. This committee will address the problem of class truancies, and inappropriate behavior, which in turn will provide students with the opportunity to learn and acquire the fundamental skills and discipline to be successful in the workplace.	Assistant Principal for Discipline and Discipline Committee.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

PROUD, Character Education and Anti-Bullying.

Professional Development

In-service training for teachers will focus on improving skills/technologies regarding the areas of: record keeping and attendance procedures, motivational rewards, classroom management, and how to help students succeed.

Evaluation

This objective will be evaluated by the 2006-2007 school year SCMS Report.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

Inform parents of their student's academic success and facilitate teacher communication with the use of the Parent Internet Viewer.

Needs Assessment

The technology committee assessed a need to have the Parent Internet Viewer accessible to parents, in order to facilitate communications between the teacher and parent.

Measurable Objective

Given the increased use of technology, 100% of the parents/guardians will have access to the Parent Internet Viewer by the third nine weeks grading period, as documented by 2007 ITS reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement teacher training for new teachers in electronic grade book.	Assistant Principal for Technology and Technology Committee.	08/14/2006	09/01/2006	Continuous Improvement Model	\$0.00
Continue the implementation of staff development in technology on how to create and utilize websites.	Assistant Principal for Technology and Technology Committee.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Designate a staff member to monitor and update the school web page with calendars and school wide information.	Assistant Principal for Technology, Activities Director and Designated Web manager.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Utilize the media center's computer lab as part of the teacher's classroom instruction.	Assistant Principal for Technology and Teachers across the curriculum.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Train teachers in the availability of the school's technology equipment and have equipment such as LCD projectors and laptops available for teacher checkout from the media center.	Assistant Principal for Technology, Technology Committee and Media Specialist.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of internet access in all classrooms.	Assistant Principal for Technology and Technology Technician.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Excelsior Electronic Gradebook

Professional Development

New teachers will be trained in-house before school on how to use the Excelsior electronic gradebook on line and all teachers will be ready for grade viewability by the third grading period.

Evaluation

This objective will be evaluated by 2007 ITS reports indicating that the Parent Internet Viewer is operational.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

Provide students enrolled in Physical Education with the opportunity to participate and attain their optimal level of fitness through the participation of the FITNESSGRAM program. This program develops health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles.

Needs Assessment

Results of the 2005-2006 FITNESSGRAM award recipients indicate that 75 percent of the sixth through eighth grade students enrolled in Physical Education classes received FITNESSGRAM awards. Data indicates that 24 percent of the students needed improvement in their physical activities. In order to establish a baseline and monitor the students progress, students will be administered a pre and post test.

Measurable Objective

Given instruction using the Sunshine State Standards, 76 percent of the sixth through eighth grade students enrolled in Physical Education will receive the FITNESSGRAM award in 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a pre-test to determine baseline measures utilizing the FITNESSGRAM Program.	Physical Education Teachers.	08/14/2006	09/29/2006	Continuous Improvement Model	\$0.00
Introduce and review the six components of the FITNESSGRAM Program.	Assistant Principal for Athletics and Physical Education and Physical Education Teachers.	08/14/2006	09/29/2007	Continuous Improvement Model	\$0.00
Monitor the physical education program through lesson plans to ensure that teachers select activities specifically related to assessment component items, which enhance specificity of training.	Assistant Principal and Physical Education Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

FITNESSGRAM for Physical Education.

Professional Development

Physical Education teachers will attend annual District training on the FITNESSGRAM program.

Evaluation

This objective will be evaluated by the percent of students in grade sixth through eighth enrolled in physical education classes in 2006-2007 receiving the FITNESSGRAM award.

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"/>

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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:

Provide students an opportunity to enroll in elective classes.

Needs Assessment

It was assessed that living in a diverse multicultural community creates a need for students to learn activities that stress classic cultural sensitivity to the arts and languages.

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students enrolled in electives classes will increase by 2% in the 2006-2007 school year, as compared to 433 students enrolled in elective classes in the 2005-2006 school year as documented by the master schedule.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote elective classes on the activities calendar.	Assistant Principal for Curriculum and Elective Teachers.	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00
Continue to promote elective classes via articulation.	Assistant Principal for Curriculum and Elective Teachers.	01/08/2007	03/30/2007	Continuous Improvement Model	\$0.00
Expose students to elective classes through the school's Open House and Resource Fair.	Assistant Principal for Curriculum and Elective Teachers.	09/06/2006	09/06/2006	Continuous Improvement Model	\$0.00
Continue the implementation of the Spanish, French, Band and Art Clubs.	Assistant Principal for Curriculum and Elective Teachers.	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00

Research-Based Programs

French:

C'est A Toi! Level 1 and Level 2, Le Francais Vivant 1, "Español 5"

Spanish:

Colección Lengua y Literatura (Harper Collins Publishers),

"Español 5", José; Legarbura (Ediciones SM), "Tu Mundo", (McDougal Littell), "Español 6", Colección Lengua y Literatura (Harper Collins Publishers), "Español 6" José; Legarbura (Ediciones SM), "Nuestro Mundo" (Mc Dougal Littell) and "Curso de Lengua 7" (Anaya)

Family and Consumer Science:

Take Charge of you Life, Building Life Skills, Adventures in Food and Nutrition.

Professional Development

Fine arts, performing arts, family and consumer sciences, and foreign language teachers will attend workshops as the district makes it available.

Evaluation

This objective will be evaluated by a two percent increase of students enrolled in fine arts, performing arts, culinary arts or foreign language in 2006-2007.

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

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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:

Glades Middle School will rank at or above the 90th percentile statewide in the Return on Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Glades Middle School ranked at the 87 percentile on the State of Florida Return on Investment index.

Measurable Objective

Glades Middle School will improve its ranking on the State of Florida Return on Investment index publication from the 87 percentile in 2003 to the 90 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal and Assistant Principals.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Collaborate with the district on resources allocation.	Principal and Assistant Principals.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue the implementation of the Plato Credit Recovery program.	Principal and Assistant Principals.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal and Assistant Principals.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal and Assistant Principals and Activities Director.	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement the use of a Data Study Team to monitor student achievement on a monthly basis.	Principal, Assistant Principal for Curriculum and Department Chairs and Teachers.	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Provide intensive reading instruction to students scoring Level 1 on the 2006 FCAT Reading Test. Students scoring at or below the 50th percentile on the 2006 Norm Referenced Test (NRT) in Reading will also be included in a guided tutorial class for students scoring Level 1 and 2 on the FCAT and for students below the 60th percentile on the 2006 NRT in Reading.

Continue to provide parent workshops at alternate times to accommodate working parents, continue providing parents with FCAT related resources and handouts such as task cards and ways to help students, and Implementation of the Read 180 Program for students in Intensive Reading Plus. Use of the electronic grade book for parent viewing of their child's academic progress and use of connect-ed to inform parents of all upcoming academic activities such as Open House, Articulation Night, ESOL Parent Night and Curriculum Night.

Professional Development

Administrators will attend budget conferences and budget workshops.

Evaluation

On the next State of Florida Return On Investment index publication, Glades Middle School will show progress toward reaching the 90 percentile.

EESAC Compliance

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

Budget:

The principal continues to regularly share budget reports with the EESAC and entire staff.

Training:

The EESAC continues to consider the needs of staff development and incorporates the concept into the School Improvement Plan.

Instructional Materials:

The EESAC developed a mini-grant and continues to implement it, whereby various departments accessed EESAC monies to purchase materials and supplies that would support the School Improvement Plan. It will also support the continued effort to increase the number of Accelerated Reader (AR) tests in the media center.

Technology:

The EESAC has considered the technology needs of the school and has included it in the School Improvement Plan.

Staffing:

The EESAC considered the staff's needs and included them in the School Improvement Plan.

Student Support Services:

The EESAC considered student support services and included them in the School Improvement Plan.

Other Matters of Resource Allocation:

The EESAC considered its additional resources and included them in the School Improvement Plan: in objective five of Parental Involvement, focusing on its strong volunteer base.

Benchmarking:

The EESAC is engaged in the following benchmarking activities as they related to the School Improvement Plan. The development and implementation of the Mini-Grant Proposal and the selection of the goals and objectives related to the School Improvement Plan.

School Safety & Discipline:

The EESAC considered the school's safety and discipline and included them in the School Improvement Plan.

Budget Summary

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

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