
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6421 - José Martí Middle School

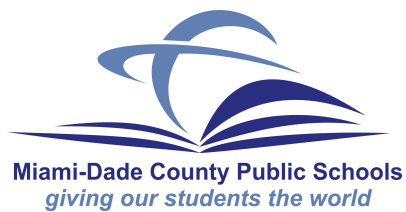
FeederPattern: Barbara Goleman Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Jose Enriquez, Jr.

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

José Martí Middle School

Jose Marti Middle School is located in Hialeah, Florida with a population of approximately 1312 students in grades six through eight. The school's enrollment is highly representative of Miami-Dade County Public Schools' multicultural population. The student population consists of 991 standard curriculum students, 135 Exceptional Student Education (ESE) students and 186 English for Speakers of Other Languages (ESOL) students. Of the students in the 6th, 7th, and 8th grades, 94.5 percent are Hispanic, 3.4 percent White, Non-Hispanic, 1.2 percent African-American, and 0.9 percent Asian/Indian or Multiracial. Almost 80% of the student body is eligible to receive free or reduced lunch. A variety of programs are offered to meet the needs of all of our students including Inclusion, Extended Foreign Language program, Gifted, and Advanced Academics courses, as well as Exceptional Student Education courses.

It is our aim to provide all students at Jose Marti Middle School with a comprehensive educational program that will prepare students to meet high standards on the reading, writing, mathematics, and science sections of the Florida Comprehensive Assessment Test (FCAT). The Educational Excellence School Advisory Council (EESAC), in conjunction with the faculty, staff, and stakeholders of the school, have set the following objectives for the 2006-2007 school year. Our goal is to ensure that every student at Jose Marti Middle School excels and reaches their goals.

Given instruction using the Sunshine State Standards (SSS), students in grades six through eight will improve their reading skills as evidenced by 55 percent of the students achieving a level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction using the 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 achieving level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 51 percent of the students achieving level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students achieving level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students achieving level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students achieving level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students achieving level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students achieving level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing performance as evidenced by 92 percent of the students achieving the state required mastery score 3.5 or higher on the 2007 administration of the FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 41 percent of students demonstrating proficiency on the 2007 FCAT Science assessment.

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 10 percent increase in parental and community interaction as evidenced by comparing the logs for the previous school year with the 2006-2007 sign-in logs.

Given the Code of Student Conduct a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2006-2007 school year as compared to the 2005-2006 school year.

Given increased attention to the importance of teachers' ability to utilize Edusoft to extract student performance data on assessments, 75 percent of all teachers will be fully proficient as evidenced by a faculty survey conducted in May 2007.

Given instruction based on the Miami-Dade County Public Schools mandated Fitness Gram standards, students will achieve an annual increase of 1 percent award recipients as measured by the Fitness Gram, based on the previous year's percent of award winners.

As evidenced by subject selection or student requests, by the end of 2006-2007 student enrollment will increase by 50 percent.

Jose Marti Middle School's Return On Investment (ROI) ranking will increase by at least one percentile point from the 49th percentile in 2004-2005 to the 50th percentile by the next publication of the Index.

Based on the recent self-assessment instrument, the Organizational Performance Improvement Snapshot, two areas will be the focus of improvement this year to assist our students in achieving these objectives. These areas were selected for attention after receiving low average scores of 3.6 on a 5.0 scale: "I know how well my work location is doing financially" and receiving a 4.1 on a 5.0 scale: "My work location removes things that get in the way of progress". The administrative team is committed to improve the ratings of these items, which come from the category Business Results, throughout the school year by involving more faculty and staff members in planning processes and sharing more of the financial aspects of the school's budget.

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.

José Martí Middle School

VISION

José Martí Middle School is an educational institution that sets high standards for students, teachers, and staff in order to promote a positive and productive school culture.

MISSION

José Martí Middle School is committed to encouraging our entire student population to become productive citizens of the twenty-first century by empowering them with improved reading and writing skills, scientific inquiry expertise, mathematical analysis proficiency, and a broadened perspective on career clusters within a technology-rich environment.

CORE VALUES

José Martí Middle School promotes itself as a full-service school that is committed to providing quality service for students, teachers, and the community by empowering students with meaningful learning experiences. We are responsible to all stakeholders through a cooperative team of teachers, parents, and community/business leaders, so that students may become lifelong learners and informed members of our multicultural society.

School Demographics

Jose Marti Middle School, located in west Hialeah, serves approximately 1312 students, including 991 standard curriculum students, 135 Exceptional Student Education (ESE) students and 186 English for Speakers of Other Languages (ESOL) students. Of the students in the 6th, 7th, and 8th grades, 94.5 percent are Hispanic, 3.4 percent White, Non-Hispanic, 1.2 percent African-American, and 0.9 percent Asian/Indian or Multiracial.

The school is located in a working class, predominantly Hispanic area of Miami-Dade County. Jose Marti Middle receives Title I funding as 80 percent of the students qualify for free or reduced lunch. This funding is utilized to hire additional teachers in order to reduce class size, to provide additional support personnel, to purchase supplementary classroom curriculum and supplies, and to operate after-school tutorial programs. As a full-service school, we are also instrumental in providing appropriate district assistance and referrals to social service agencies through a parent coordinator and our full-service clinic.

Jose Marti Middle School employs a total of 139 full-time staff members and 23 part-time staff members. Out of the full-time staff, there are four (4) administrators, seventy-six (76) classroom teachers, five (5) guidance counselors, one (1) TRUST counselor, one (1) Career Specialist, two (2) Reading Coaches, one (1) Exceptional Student Education Program Specialist, one (1) Community Involvement Specialist, one (1) Media Specialist, one (1) Microsystems Technician, one (1) Audio/Visual Specialist, eight (8) classroom paraprofessionals, nine (9) clerical/secretaries, eleven (11) custodians/service workers, and five (5) security monitors.

Similar to the student body, the faculty is also reflective of our multicultural society. Specifically, 24 percent of the teachers and counselors are White, 24 percent are African-American, 49 percent are Hispanic, 1 percent are Asian/Pacific Islander, 1 percent are Native American, and 1 percent Other. Several of our instructional staff have advanced degrees, 10 percent have Doctoral and/or Specialist degrees and 30 percent have Master's degrees.

Students at Jose Marti Middle School have access to over 200 computer stations, including four computer/business labs, three technology labs, a library mini-lab, and three classroom mini-labs. Additionally, the building has been retro-wired to provide Internet and Intranet access to 95 percent of the classrooms. The school media center also houses a newly renovated broadcasting studio with state-of-the-art digital equipment. Students in Physical Education classes will also be able to utilize the newly added Fitness Center which contains eight fitness machines, a rock climbing wall, and various other fitness equipment.

As the school has been graded as a A school, we strive and continue to increase student achievement in the areas of reading, mathematics, science, and writing. Many strengths have been identified through years of self-assessment and the quality and dedication of the instructional staff is just one. José Martí Middle School provides an excellent education to its student population; however, increasing academic achievement will continue to be a top priority.

School Foundation

Leadership:

Leadership was ranked the highest category for the school on the Organizational Performance Improvement Snapshot. The eight item category addresses a variety of leadership items, including the school's vision and mission and positive work environment. With an average score of 4.5, the self-assessment reflects Jose Marti Middle School's high ranking of the administrative team.

District Strategic Planning Alignment:

Strategic Planning, a category comprised of only four items, ranked third in the survey. The average score was 4.3 on a 5.0 point scale. While this score is still high, more attention can be given to involving more faculty and staff in long term planning and goals.

Stakeholder Engagement:

The area of Customer and Market Focus ranked second with an average score of 4.4. One item that addresses knowledge of the most important customers ranked highest within the category with a 4.6. The faculty and staff is keenly aware of our customers and work diligently to provide the best service possible to them.

Faculty & Staff:

This area of Human Resource Focus was also ranked second with an average of 4.4. While the school is now utilizing a team approach, the levels of cohesion and a willingness to help others exists and is evident on a daily basis. Further, the team approach has brought departments together in a new way. No longer is procedural business the highlight of gatherings. Now, discussion centers around the craft of teaching, the content area subject, and self-reflection. This activity builds a trust within the community to share and learn, thus improving the educational practices of the school.

Data/Information/Knowledge Management:

This area of the survey also ranked the highest among all of the categories with an average score of 4.5. In a review of the items, it is clear that the faculty and staff indicated the knowledge of how to measure the quality of their work, analyze the quality of their work, and use the analyses to make decisions about their work. Data is utilized not only to improve student achievement, but also to allow teachers the opportunity for professional self-reflection.

Education Design:

In an examination of the results of the Organizational Performance Improvement Snapshot, this category of Process Management also ranked third with an average rating of 4.4. Faculty and staff indicated, with scores of 4.4 that they have control over their work processes and that we have good processes for doing our work.

Performance Results:

This area of Business Results was also ranked third with an average score of 4.3. Even though, several of the

components of this area were ranked 4.5, we will work diligently to improve utilizing everyone's talents, removing things that get in the way, and informing the faculty and staff of the school's financial status.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Jose Marti Middle School supports the district's efforts to recruit top quality educators to teach in Miami-Dade County Public Schools. Teachers at the school are certified to teach in their subject areas. Forty percent of the instructional staff hold Masters Degrees or higher. Additionally, teachers are encouraged to join their professional organizations to keep abreast of advances in their field.

• Highly Qualified, Certified Administrators:

Mr. Jose Enriquez, Jr., has spent 17 years as an educator at the middle school level, seven of which he spent teaching middle school social studies, and ten years as a middle school Assistant Principal. Mr. Enriquez has a Bachelor's Degree in Social Studies Education and a Master's Degree in Educational Leadership from Florida International University. For eight years, as an assistant principal for curriculum, he worked to improve student performance through the implementation of technology initiatives to help steer data-driven instruction. He worked directly with teams of teachers in planning innovative strategies to improve teaching and learning. In April of the 2005-2006 school year, he was appointed principal of Jose Marti Middle School and now brings his vast experience to a new school. His principles are simple, provide teachers with the support needed to excel, and build a strong family of educators to give students what they need to succeed.

Ms. Elena Cabrera began her career in Miami-Dade County Public Schools in 1998 as a Reading teacher at Hialeah Middle School. She was later recognized by the faculty and staff as the Rookie Teacher of the Year. At Hialeah Middle School she held several leadership positions such as: Team Leader, Language Arts Dept. Chair, and school administrator for FCAT Explorer and Edusoft. During her four years as a classroom teacher, she taught Reading to FCAT Level 1 & 2 students, as well as Dance. She also served as the club sponsor for Reading, National Junior Honor Society, Drama, and Dance. Ms. Cabrera in four short years was recognized again by the faculty and staff as Teacher of the Year. Upon earning her Masters degree in Reading, Ms. Cabrera became a Reading Leader for four years at Hialeah Middle School. She was given the opportunity to work extensively with data, curriculum, professional development, and literacy. Moreover, she was selected by the District to form part of the Special Literacy Cohort in 2005, where only fifteen reading coaches were selected to represent literacy among the levels of elementary and secondary. After receiving her Educational Specialist degree in Educational Leadership, Ms. Cabrera began her administrative career serving as an Assistant Principal at Jose Marti Middle. She oversees the school's Curriculum, ESOL Department, and Student Services Department. Ms. Cabrera strives to improve literacy and student achievement in all of the content areas. Her certification is in the areas of English (5-9), English (6-12), ESOL Endorsement, Reading (K-12), and Educational Leadership (K-12).

Mrs. Ivette Diaz-Rubio has been working in Miami-Dade County Public Schools for eight years. She received her Bachelors degree in Varying Exceptionalities from Nova Southeastern University. She began teaching Emotionally Handicapped and Learning Disabled middle school students. During her first year teaching, Mrs. Diaz-Rubio was named Rookie Teacher of the Year in her school. Later she earned her Masters degree in Exceptional Student Education. She then became the ESE Inclusion Coordinator in her school in which she assisted and monitored the success of ESE students in General Curriculum classes.

Mrs. Diaz-Rubio has had various leadership roles such as a Team Leader and as EESAC Chair. She earned her Specialists degree in Educational Leadership which enabled her to aspire to an Assistant Principal position. Mrs. Diaz-Rubio joined the José Martí Middle School family during the summer of 2006. She is honored to be a Silver Knight and an Assistant Principal of ESE, Gifted, and Plant Operations. She is working hard toward her goals of improving student discipline and raising student achievement. Mrs. Diaz-Rubio values her teachers and staff and feels privileged to be working in such a positive and hard

working environment.

Mrs. Jacqueline T. Lewis has worked for the Miami-Dade County Public School system for over 30 years, as a teacher, department chairperson, team leader, and Assistant Principal of Curriculum and Administration. She holds a Masters degree in Administration/Supervision. Mrs. Lewis successfully completed the District Executive Training Program for Principals (ETP). As an assistant principal, she has worked closely with teachers, students, and the community at large. During her tenure as assistant principal, Mrs. Lewis has implemented several programs and initiatives to increase student achievement. She has supervised the Exceptional Student Education program (ESE) and assisted ESE students in accessing the general curriculum. She has also developed incentive programs and field trips to recognize students with perfect attendance. Mrs. Lewis is very knowledgeable with FTE, attendance, curriculum, and scheduling. She has been awarded and recognized throughout her tenure with numerous accolades for outstanding service, dedication, appreciation, and commitment to the students of Miami-Dade County Public Schools. Mrs. Lewis has certification in the areas of Administration and Supervision (K-12), Early Childhood Education (Nursery-K), and Elementary Education (1-6).

• Teacher Mentoring:

Jose Marti Middle School offers beginning teachers district and school-based support to ensure success in the classroom. Teachers new to Miami-Dade County Public Schools attend a New Teacher Orientation Program hosted by the district prior to the opening of school. Additional programs are also offered by the district throughout the year. A school orientation session is conducted as well to familiarize teachers with the policies and procedures of the school. In-house training sessions are conducted on topics such as classroom management, instructional strategies, and lesson planning. In accordance with the district's PACES, Annual Contract teachers take part in selecting their Professional Growth Team to observe and provide feedback.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Jose Marti Middle School meets monthly to provide support for the development and implementation of the School Improvement Plan. The EESAC has consistently supported professional development of the instructional staff through Creating Independence through Student-owned Strategies (CRISS) training. The EESAC has promoted the use of educational software, such as Accelerated Reader and READ 180, in the instructional program. The EESAC has also recommended that the language arts, mathematics, and science departments continue sharing best practices and collegial interaction resulting in professional development in the core subject areas. The EESAC has also funded field trips for students meeting high standards on the FCAT, as well as, providing food for the Saturday Academy tutorial services. The EESAC will continue to monitor the progress of the school's goals, objectives, and strategies.

• Extended Learning Opportunities

Numerous opportunities exist for students to reinforce the instructional program and increase student achievement. Intensive tutoring assists students who did not make adequate progress on the 2006 FCAT Assessment. Small tutoring classes insure that students receive individualized attention. We will be offering the following tutorial services for Reading and Mathematics: SES FCAT tutorial services after school, twice a week for all Level 1 and Level 2 students, with a pretest and a posttest. We expect students to show a 10 percent increase on the posttest, as well as the 2007 FCAT Assessment.

Our Limited English Proficient (LEP) students will take part in after-school tutoring program which is offered twice a week in the areas of FCAT Practice, Math, Science, and Social Studies. These students will receive a pretest and a posttest, and we expect students to show a 10 percent increase on the posttest, as well as the 2007 FCAT Assessment.

Our school also hosts an after school program everyday of the week called CLAP (Creative Learning and Play). This program assists students with home learning, how to develop social skills, and participate in physical activity. This program does not have a measurable assessment, but we expect 40 percent of the students grades to improve.

• School Wide Improvement Model

Jose Marti Middle School utilizes the 8-Step Continuous Improvement Model which allows for ongoing monitoring and subsequent changes in the instructional program as needed. This data-driven, results-oriented improvement model has allowed our school to improve instructional delivery through data disaggregation with a focus on the FCAT as one of the many data sources. The Student Performance Indicator (SPI) system assists in facilitating analysis of data. By reviewing the data on a continuous basis, our focus can be directed appropriately.

By implementing the 8-Step Continuous Improvement Model and basing our decision making process to be reflective of the Plan-Do-Study-Act (PDSA) it allows the principal to be the instructional leader and helps to ensure that the school's mission stays in focus. Our principal has implemented a few key members of our faculty, for the most part the Department Chairs to analyze and disaggregate data. When we gathered the data for the 2006 FCAT administration every department created a scope and sequence that was data-driven by grade level. Furthermore, the scope and sequence created an instructional focus calendar where the focus was mandatory, but the delivery of the content was flexible. Our principal stressed the importance of assessments after the skill was taught. Also, the implementation of tutorial services that focused on the four tested benchmarks for our FCAT Level 1 and 2 students. The principal also reinforces the need for departmental meetings, team meetings, and administrative visits to the classrooms.

The Plan-Do-Study-Act allows for our school to constantly be monitoring strategies that work and abandoning strategies that are not benefiting our students. Data plans an active role in the process, but most of all this process implements growth and does not allow the school to remain stagnant. This year we decided to implement data-driven grade level scope and sequence and will be evaluating throughout the year this decision to see what worked and what could be better for the next school year.

In order to ensure that the 8-Step Continuous Improvement Model is fully implemented, we will be providing professional development on Edusoft, so that teachers can learn how to interpret the data received and then drive their instruction. We will also be incorporating a CRISS Refresher course to determine the strategies that benefit our students to then develop a school wide focus calendar, as well as learning how to interpret and utilize SPI to differentiate instruction.

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:

Students at Jose Marti Middle School will demonstrate higher levels of achievement on the 2007 FCAT Reading assessment.

Needs Assessment

Scores on the 2006 Florida Comprehensive Assessment Test (FCAT) Reading indicate that 54 percent of students in grades six through eight scored at or above FCAT achievement Level 3 an increase of 14 percent when compared to the scores for the 2005 administration. In addition, the 2006 Adequate Yearly Progress (AYP) reading data indicates that the following subgroups: Limited English Proficient(LEP) and Students With Disabilities(SWD)did not meet the high standards requirement; 13 percent of the Limited English Proficient (LEP) subgroup scored at or above Level 3 and 20 percent of the Students With Disabilities (SWD)subgroup scored at or above Level 3. All subgroups need improvement to meet the No Child Left Behind (NCLB) legislation. Further analysis indicates that additional emphasis needs to be given in Reference/Research, Main Idea/Purpose, Words/Phrases, Comparisons, and Performance Task Items to all six through eight grade students according to grade level performance on the 2006 administration.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	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 the Sunshine State Standards (SSS), students in grades six through eight will improve their reading skills as evidenced by 55 percent of the students achieving a level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction using the 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 achieving level 3 or higher on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) will improve their reading skills as evidenced by 51 percent of the students achieving level 3 or higher on the 2007 FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a calendar for the school-wide implementation of FCAT Explorer with grade level assigned passages for progress monitoring.	Principal, Assistant Principals, Reading Coaches, Reading, Language Arts, ESOL, and ESE Teachers	10/3/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Student Performance Indicators (SPI), Edusoft, and MAZE to target data-driven instruction, differentiated instruction, and progress monitoring.	Principal, Assistant Principals, Reading Coaches, Reading Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Identify students in all subgroups at achievement Levels 1 and 2 for the FCAT Reading as delineated in Adequate Yearly Progress (AYP) disaggregated data.	Principal, Assistant Principals, Reading Coaches, Reading Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Identify all FCAT Reading achievement Level 1 and 2 students for placement in Intensive Reading / Intensive Reading "Plus" courses.	Principal, Assistant Principals, Student Services Department, Reading Department	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer and analyze results of the District Interim Reading Assessments, Benchmark Cluster Assessments (Pre/Post), MAZE, Diagnostic Assessment of Reading (DAR) to monitor student progress.	Principal, Assistant Principals, Test Chairperson, Reading Coaches, Language Arts, ESE and ESOL Department Chairpersons	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Train teachers to identify student strengths and weaknesses in reading and implement appropriate strategies to address weaknesses and enhance strengths through differentiated instruction.	Principal, Assistant Principals, Reading Coaches, Language Arts, ESE, ESOL, Reading Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Identify, expand, monitor, and support the number of students participating in the inclusion program.	Principal, Assistant Principals, Inclusion Facilitator	8/14/2006	5/30/2007	Inclusion	\$0.00
Utilize the Reading Item Specifications samples as an instructional tool to enhance knowledge of targeted benchmarks.	Principal, Assistant Principals, Language Arts, ESOL, ESE, Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify all FCAT Reading Level 1 and 2 students, particularly the subgroups: Limited English Proficiency (LEP) and Students With Disabilities (SWD), for placement in afterschool tutoring two times a week. Tutoring will be evaluated by student progress/achievement with assessments given in tutoring.	Principal, Assistant Principals, Reading Coaches, Tutorial Coordinator, Teachers	10/3/2006	5/29/2007	Small Learning Communities	\$25000.00
Develop a grade level data-driven scope and sequence aligned with the District's pacing guide that includes identification of all tested benchmark clusters, as well as the Comprehensive Research-Based Reading Plan.	Principal, Assistant Principals, Language Arts/Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

- Language of Literature (McDougal Littell)
- Read XL (Scholastic)
- High Point (Hampton Brown)
- READ 180
- FCAT Explorer
- Accelerated Reader
- Comprehensive Research-Based Reading Plan
- Reading Item Specifications
- District Reading Pacing Guides

Assessments that Drive Instruction:

- Gates Mac-Ginitie (Riverside)
- MAZE
- CELLA / MAT7
- Diagnostic Assessment of Reading (DAR)
- Brigance
- Scholastic Reading Inventory(SRI)
- Interim Reading Assessments
- Benchmark Cluster Assessments (Pre/Post)

Professional Development

- Creating Reading Independence through Student Owned Strategies (CRISS)- refresher course
- Edusoft Training
- Student Performance Indicators (SPI) training
- Best Practices / Teaching Productivity
- FCAT Explorer - refresher course

Evaluation

Students in grades six through eight will improve in their reading skills as evidenced by students meeting high standards on the 2007 FCAT Reading.

Formative:

Benchmark cluster assessments (Pre/Post)

READ 180

FCAT Explorer

Gates Mac-Ginitie

MAZE

CELLA

Diagnostic Assessment of Reading (DAR)

Brigance

Scholastic Reading Inventory(SRI)

Interim Reading Assessments

Summative:

2007 FCAT Reading Assessment

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:

Students at Jose Marti Middle School will demonstrate higher levels of achievement on the 2007 FCAT Mathematics assessment.

Needs Assessment

Scores on the 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics indicate that 51 percent of students in grades six through eight scored at or above FCAT achievement Level 3, an increase of five percent when compared to the scores for the 2005 administration; 3 percent less than the desired percent of the students in grades six through eight have not met high standards. In addition, the 2006 Adequate Yearly Progress (AYP) mathematics data indicates that the following subgroups: Hispanic, Economically Disadvantaged, Limited English Proficient (LEP), and Students With Disabilities (SWD) did not meet high standards; 45 percent of the Hispanic subgroup scored at or above Level 3; 44 percent of the Economically Disadvantaged subgroup scored at or above Level 3; 27 percent of the Limited English Proficient (LEP) subgroup scored at or above Level 3; and 21 percent of the Students with Disabilities (SWD) subgroup scored at or above Level 3. All subgroups need improvement to meet the No Child Left Behind (NCLB) legislation. Further analysis indicates that additional emphasis needs to be given in Measurement, Algebraic Thinking, Geometry, Number Senses, Data Analysis, and the Mathematics Item Specifications for all six through eight grade students according to grade level performance on the 2006 administration.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students achieving level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students achieving level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students achieving level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students achieving level 3 or higher on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students With Disabilities (SWD) in grades six through eight will improve their mathematics skills as evidenced by 56 percent of students achieving level 3 or higher on the 2007 FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze and implement school-wide benchmark-correlated problem-of-the-day activities that are based on the 2005 FCAT Math Item Specifications.	Assistant Principal, Mathematics Department Chairperson	08/16/06	05/30/07	District Strategic Plan	\$0.00
Provide students with performance-based activities that incorporate the use of manipulatives, problem-solving strategies, critical thinking, communication, and technology.	Mathematics Department Chairperson	08/16/06	05/30/07	District Strategic Plan	\$0.00
Administer and analyze results of District Interim Mathematics Assessments to monitor student progress.	Assistant Principal, Test Chairperson, Mathematics Department Chairperson	08/16/06	05/30/07	District Strategic Plan	\$0.00
Involve teachers in data-driven decision making by providing teachers with all available data, such as previous FCAT scores and Edusoft assessments, to enable the teachers to analyze the ongoing progress of their students.	Principal, Assistant Principal	08/16/06	05/30/07	District Strategic Plan	\$0.00
Identify low performing students, particularly	Principal, Assistant Principal,	08/16/06	05/30/07	District Strategic	\$25000.00

those in the Hispanic, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities subgroups, for placement in after-school tutoring two/three times a week. Evaluation will be assessed by student progress/achievement on assessments in tutoring sessions..	Tutoring Coordinator		Plan	
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Research-Based Programs

Glencoe Mathematics Series
 Mathematics Item Specifications
 District Mathematics Pacing Guides

Professional Development

- Intra-departmental collaboration using the 2005 FCAT Math Item Specifications.
- Intra-departmental sharing of Best Practices.
- School-based training regarding data analysis and data-driven decision-making.

Evaluation

Students in grades six through eight will improve in their mathematics skills as evidenced by students meeting high standards on the 2007 FCAT Mathematics assessment.

Formative:

Benchmark cluster assessments
 District Interim assessments

Summative:

2007 FCAT Mathematics Assessment

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

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

GOAL 3 STATEMENT:

Students at Jose Marti Middle School will demonstrate higher levels of achievement on the 2007 FCAT Writing assessment.

Needs Assessment

Scores on the 2006 FCAT Writing subtest indicate that 91 percent of students in grade eight scored at or above FCAT state mastery level 3.5, an increase of 9 percent when compared to the scores of the 2005 administration. The assessment results indicate a need for improvement since 9 percent of the students in grade eight have not met state standards in writing. Although gains were achieved, the following subgroups are below in achieving high standards: Hispanic, Economically Disadvantaged, Limited English Proficiency (LEP), and Students With Disabilities (SWD). Therefore, all students in grades six through eight will continue to be targeted in order to improve writing skills and monitor improvement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing performance as evidenced by 92 percent of the students achieving the state required mastery score 3.5 or higher on the 2007 administration of the FCAT Writing+ Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide intervention through the implementation of the Write Traits program.	Principal, Assistant Principals, Language Arts, ESE, and ESOL Departments	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the Six Traits of Writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions), to focus and develop specific writing skills.	Principal, Assistant Principals, Language Arts, ESE, and ESOL Departments	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Incorporate individual conferencing with students for the purpose of identifying strengths and areas in need of improvement.	Principal, Language Arts, ESE, and ESOL Departments	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Implementation of the Plan Do Study Act model by teachers to ensure alignment of data analysis, assessment, and remediation of skills not mastered to improve student achievement.	Principal, Assistant Principals, Language Arts, ESE, and ESOL Departments	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement writing across the curriculum by providing students with an array of writing opportunities that include, essays, journals, short stories, research papers, and writing projects in order to further develop writing skills.	Principal, Assistant Principals, All Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Develop a writing scope and sequence program for grades six through eight designed to promote and access student writing skill development in all subgroups of the NCLB.	Principal, Assistant Principals, Language Arts, ESE, and ESOL Departments	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement literacy events such as the Author's Tea and other writing contests that allow students to be recognized for their efforts and be exposed to different forms of writing.	Principal, Assistant Principals, Language Arts, ESE, and ESOL Departments	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide a tutorial program to assist students in improving their writing skills.	Principal, Assistant Principals, Language Arts, ESE, and ESOL Departments	8/14/2006	5/30/2007	Small Learning Communities	\$0.00

Develop mini-lessons that are correlated with the Writing Performance Item Specifications, that target specific grammar skills.	Principal, Assistant Principals, Language Arts, ESE, and ESOL Departments	8/14/2006	5/30/2007	District-wide literacy plan	\$100.00
Administer district pre and post writing assessments to monitor student progress.	Principal, Assistant Principals, Language Arts, ESE, and ESOL Departments	8/14/2006	5/30/2007	District Strategic Plan	\$300.00

Research-Based Programs

Write Traits (Great Source)
English (Houghton Mifflin)
Writing Item Specifications

Professional Development

Write Traits follow-up training sessions.
Trainings on the six traits of the writing process.
Training on how to utilize the Writing Performance Item Specifications as a teaching tool.
Writing Best Practices.
Creating Reading Independence through Student Owned Strategies (CRISS).
Writing Rubric Training

Evaluation

Students in grade eight will improve in their writing performance as evidenced by 92 percent of the students meeting high standards on the 2007 FCAT Reading.

Formative:

Writing+ assessments (pre/post)
School wide writing simulations

Summative:

2007 FCAT Writing+ Assessment

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 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 4 STATEMENT:

Students at Jose Marti Middle School will demonstrate higher levels of achievement on the 2007 FCAT Science assessment.

Needs Assessment

Results of the 2006 FCAT Science assessment indicates that 16 percent of students at Jose Marti Middle School met high standards, which is below the mastery achievement levels for both the district and the state. Scientific Thinking and Performance Tasks showed the greatest gaps between possible points and actual points earned.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by 41 percent of students demonstrating proficiency on the 2007 FCAT Science assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Harvard's River City program for an in-depth month-long experiential problem-based learning of Scientific Thinking impacting a majority of 8th grade students.	Principal, Assistant Principals, Science Department Chairpersons	9/5/2006	1/31/2007	Small Learning Communities	\$0.00
Analyze and compare the new and the previous Curriculum Pacing Guide and/or Scope and Sequence for each grade level and develop strategies to: bridge the gaps in content coverage in this transition year and modify and accelerate coverage in sixth and seventh grade advanced courses to address all general Science topics not covered in Earth/Space Science.	Principal, Assistant Principals, Science Department	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase sharing of Best Practices among Science faculty.	Principal, Assistant Principals, Science Department	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Acquire more technology (DVD players, computer/television links, LCD projectors, computer lab stations) to enable full utilization of the diverse materials included in the recent textbook adoption.	Principal, Assistant Principals, Science Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Active participation in the Fairchild Challenge to promote an inter-disciplinary school-wide approach to science.	Principal, Assistant Principals, Science Department, Fairchild Challenge Coordinator	8/14/2006	4/30/2007	Small Learning Communities	\$0.00
Encourage student motivation through inquiry by participating in the South Florida Science and Engineering Fair.	Principal, Assistant Principals, Science Department	8/14/2006	1/31/2007	Small Learning Communities	\$0.00
Increase students focus on annually assessed benchmarks through more practice on formative and summative assessments.	Principal, Assistant Principal, Science Department	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the usage of laboratory equipment	Principal,	8/14/2006	5/30/2007	District Strategic	\$3000.00

and supplies to enable greater use of hands-on activities	Assistant Principals, Science Department		Plan	
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Research-Based Programs

Glencoe Science Series
 Harvard University's "River City" program
 Riverdeep's Logal Middle School Science program
 District Science Pacing Guides
 Science Item Specifications

Professional Development

Vendor workshops on newly adopted textbooks.
 Review of the new Science Pacing Guide.
 Collaboration on using the FCAT Science Item Specifications and Performance Task Items.

Evaluation

This measurable objective will be evaluated by the scores of the 2007 FCAT Science assessment.

Formative:

Benchmark cluster assessments
 Teacher developed tests

Sunnative:

2007 FCAT Science Assessment

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

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

GOAL 5 STATEMENT:

Parents will show greater involvement in all aspects of the educational program at Jose Marti Middle School by increasing opportunities for parents to be involved in their child's education.

Needs Assessment

The 2005-2006 School Climate Survey indicates that parents have a more favorable opinion of Jose Marti Middle School as indicated in the overall grade of "B" than demonstrated in the previous year's data. Furthermore, parents believe that effective instructional methods are being implemented in the classrooms. However, the School Climate Survey indicates that only 12 percent of parents have attended four or more school activities. There is a need for programs that target parental concerns and issues facing middle school students.

Measurable Objective

Given the school-wide emphasis on parental and community involvement, the school will demonstrate a 10 percent increase in parental and community interaction as evidenced by comparing the logs for the previous school year with the 2006-2007 sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Community Involvement Specialist to improve parental involvement in the school through workshops and events.	Principal, Assistant Principals, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Implement school events which will attract parents such as Band Concerts, Author' Tea, PTSA Workshops, Open House, Curriculum Fairs, and Family Nights.	Principal, Assistant Principals, PTSA President All Content Area Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Continue to offer Title I Parental Workshops on a regular basis with a focus on topics relevant to the middle school student/parent.	Principal, Assistant Principals, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Continue to hold PTSA meetings to allow parents a forum to discuss school issues.	Principal, Assistant Principals, PTSA President	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Conduct a Content Area Families-to-School Night, Resource Fair and Curriculum Fair to inform parents of strategies they can use at home to increase student achievement.	Principal, Assistant Principals, Career Specialist, Department Chairpersons	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Invite parents to the school on Report Card Nights to personally pick-up their son/daughter's report card and encourage parent conferences.	Principal, Assistant Principals, Student Services Department, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Encourage parents to utilize the Parent Resource Center to access the Grade Book parent viewer, dade school parent portal, resources to help middle school students achieve success at the secondary level, and the latest information on the FCAT assessment.	Principal, Assistant Principals, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Advertise all on-site PTSA / EESAC activities on the school calendar, school website, school marquee, through special flyers, and through ConnectEd.	Principal, Assistant Principals, Community Involvement Specialist, PTSA President, EESAC Chairperson	8/14/2006	5/30/2007	Community Partnerships	\$3300.00

Research-Based Programs

National Parent Teacher Student Association (PTSA) Standards for Parental Involvement

Professional Development

Parent Academy Workshops

Monthly Title I Workshops for Parents

Computer Assistance / Parent Portal training

Parent Resource Center Information

Evaluation

This objective will be evaluated by the records and rosters from PTSA meetings, EESAC meetings, workshop sign-in sheets, and parental signatures at school-sponsored events.

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

GOAL 6 STATEMENT:

A safe and orderly learning environment will be provided at Jose Marti Middle School, with an emphasis on decreasing the percentage of students who are placed on outdoor suspension, improving student attendance, and implementing the Student Code of Conduct.

Needs Assessment

Records from the 2005-2006 school year indicate that 168 students were assigned an outdoor suspension. Also, 555 students were assigned an indoor suspension.

Measurable Objective

Given the Code of Student Conduct a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions 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		
Utilize peer mediation/conflict resolution school-wide through the Student Services Department.	Principal, Assistant Principal, Student Services Department, Peer Mediation Coordinator	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Review the Code of Student Conduct with students in all grade levels through Social Studies classes.	Principal, Assistant Principals, Social Studies Department	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Review the Code of Student Conduct when a student is assigned to indoor suspension.	Principal, Assistant Principal, SCSI Coordinator	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
Emphasize conflict management strategies with students in personal/social counseling sessions.	Principal, Assistant Principals, Student Services Department	8/14/06	5/30/07	Small Learning Communities	\$0.00
Create a peer mediation website to train peer mediators at the school.	Principal, Assistant Principals, Peer Mediation Coordinator	8/14/06	5/30/07	Mentoring Opportunities	\$0.00
Increase parental involvement in issues pertaining to student discipline.	Principal, Assistant Principals, Student Services	8/14/06	5/30/07	Community Partnerships	\$0.00
Provide alternative discipline strategies in lieu of outdoor suspension.	Principal, Assistant Principals, Student Services Department	8/14/06	5/30/07	District Strategic Plan	\$200.00

Research-Based Programs

Peer Mediation
Conflict Management

Professional Development

School-based Peer Mediation training
Assertive Classroom Management

Evaluation

A comparison of the Outdoor Suspension records from the 2005-2006 school year and the 2006-2007 school year will show a 10 percent decrease in the number of outdoor suspensions.

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 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 7 STATEMENT:

A school-wide focus on the use of data-driven decision-making will make use of technological tools to extract data, therefore increasing the technological proficiency skills of instructional staff.

Needs Assessment

A survey conducted in August 2006 revealed that only five percent of all teachers are fully proficient in the use of Edusoft, an electronic tool for creating, extracting, and analyzing student data on benchmark assessments.

Measurable Objective

Given increased attention to the importance of teachers' ability to utilize Edusoft to extract student performance data on assessments, 75 percent of all teachers will be fully proficient as evidenced by a faculty survey conducted in May 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Produce a school-site Edusoft manual based on the district website's information and distribute it to each teacher.	Administrators, Reading Coaches, Test Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide all teachers with information regarding relevancy and possible uses for Edusoft.	Administrators, Reading Coaches, Testing Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop and implement a system to monitor the use of Edusoft data among all teachers.	Administrators	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide all teachers with the district training information packet with the contact information for technical support.	Administrators Reading Coaches	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide continuous hands-on professional development opportunities for teachers to utilize Edusoft.	Administrators, Reading Coaches, Test Chairperson	8/14/06	5/30/07	District Strategic Plan	\$25000.00

Research-Based Programs

Edusoft

Professional Development

Differentiating Instruction utilizing Edusoft.

Hands on Practice Accessing Edusoft.

Scanning Edusoft

Interpreting the Data from Edusoft

Evaluation

A survey to be completed by all teachers will be implemented in May of 2007. Teachers will be asked to rate their proficiency in the use of Edusoft data system. At least 75 percent of the teachers completing the survey will indicate that they are fully proficient.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Students at Jose Marti Middle School will develop health-related fitness, physical competence, and cognitive understanding about physical activity so that they can adopt healthy and physically active lifestyles.

Needs Assessment

Results of the 2006 Fitness Gram indicate that 36 percent of the 570 students tested at José Marti Middle School received a gold or silver award. The Fitness Gram, which measures students' health-related fitness, was administered to 94 percent of the population enrolled in Physical Education.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated Fitness Gram standards, students will achieve an annual increase of 1 percent award recipients as measured by the Fitness Gram, based on the previous year's percent of award winners.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items.	Assistant Principal, Physical Education Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness-related activities, such as, flexibility, muscular strength, muscular endurance, and cardiovascular activities.	Assistant Principal, Physical Education Department Chairperson	8/164/06	5/30/07	District Strategic Plan	\$0.00
Promote awareness about the importance of physical activity, fitness, and healthy eating habits.	Assistant Principal, Physical Eudcation Dept. Chairperson	08/14/06	05/30/07	District Strategic Plan	\$0.00
Administer a pretest/posttest to determine baseline measures for the Fitness Gram.	Assistant Principal, Physical Education Department Chairperson	8/14/06	5/30/07	District Strategic Plan	\$0.00
Continue to encourage participation in school-sponsored sports.	Assistant Principal, Physical Education Department Chairperson, Coaches	8/14/06	5/30/07	District Strategic Plan	\$5000.00

Research-Based Programs

Fitness Gram

Professional Development

District Physical Education courses

Fitness Gram training

Water Safety Training

Evaluation

This objective will be evaluated by a 1 percent increase of award recipients on the 2007 Fitness Gram, as compared to the 2006 results.

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 type="checkbox"/>

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

GOAL 9 STATEMENT:

Students at Jose Marti Middle School will elect to take more upper level fine arts courses.

Needs Assessment

Enrollment in fine arts classes has been declining due to students being scheduled for mandatory reading courses during the past three school years. Additional emphasis needs to be placed on recruiting students and sustaining the numbers of students in the program.

Measurable Objective

As evidenced by subject selection or student requests, by the end of 2006-2007 student enrollment will increase by 50 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement a teaming approach in selected classes to foster a positive relationship between artistic creativity and performing arts.	Assistant Principals, Art, Band, and Drama Instructor	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Promote departmental participation in the Fairchild Challenge.	Principal, Assistant Principals, Art and Drama Instructor	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Inform students about fine arts courses offered via academic counseling, PA announcements, in-school television broadcasts, and the school newspaper.	Principal, Assistant Principal, Art, Band, and Drama Instructor, Newspaper Instructor	8/14/06	5/30/07	Community Partnerships	\$0.00
Publicize fine arts student awards and recognition throughout the school year via PA announcements, in-school television broadcasts, and the school newspaper.	Assistant Principals, Art, Drama, and Band Instructor, Newspaper Instructor	8/14/06	5/30/07	Community Partnerships	\$0.00
Encourage and sponsor student involvement in local and District fine arts competitions.	Principal, Assistant Principals, Art, Drama, and Band Instructor	8/14/06	5/30/07	Community Partnerships	\$0.00
Advocate school-wide curriculum integration of the fine arts.	Principal, Assistant Principals, Art, Drama and Band Instructor	8/14/06	5/30/07	Expanding arts opportunities	\$2000.00

Research-Based Programs

Project CRISS

Glencoe Art series

Glencoe Exploring Theatre series

Professional Development

Attending state level fine arts conferences

Attending District fine arts conferences

Evaluation

This objective will be evaluated by comparing the current enrollment in fine arts advanced level classes to the pre-enrollment numbers for next year's fine arts advanced level classes.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

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

Needs Assessment

Compared to similar schools, Jose Marti Middle School's percentile ranking is 49. The most recent data supplied by the Florida Department of Education indicates that in 2004-2005, Jose Marti Middle School ranked in the 49th percentile in the State of Florida ROI Index.

Measurable Objective

Jose Marti Middle School's Return On Investment (ROI) ranking will increase by at least one percentile point from the 49th percentile in 2004-2005 to the 50th percentile by the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify the lowest quartile students early and provide additional assistance.	Principal, Assistant Principals, Reading Coaches Language Arts and Math Departments	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide high quality teacher professional development and monitor its implementation.	Principal, Assistant Principals	8/14/2006	5/30/2007	Academic Teams	\$0.00
Purchase research-based materials and utilize the district warehouse for materials/supplies.	Principal, Assistant Principals, Department Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use purchased programs effectively and increase student participation.	Principal, Assistant Principals, Department Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze student data to find effective strategies to fit their needs.	Prinicpal, Assistant Principal, All Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- Language of Literature (McDougal Littell)
- Read XL (Scholastic)
- High Point (Hampton Brown)
- READ 180
- FCAT Explorer
- Accelerated Reader
- Comprehensive Research-Based Reading Plan
- Reading Item Specifications
- District Reading Pacing Guides
- Glencoe Mathematics Series
- Mathematics Item Specifications
- District Mathematics Pacing Guides
- Write Traits (Great Source)
- English (Houghton Mifflin)
- Writing Item Specifications
- Glencoe Science Series
- Harvard University's "River City" program
- Riverdeep's Logal Middle School Science program
- District Science Pacing Guides
- Science Item Specifications

Professional Development

- Administrative Trainings: Action Research, MEP, PACES, Budget, Truancy, and MAC Training.
- Creating Reading Independence through Student Owned Strategies (CRISS)- refresher course
- Edusoft Training
- Student Performance Indicators (SPI) training
- Best Practices / Teaching Productivity
- FCAT Explorer - refresher course
- Administration of District Assessments
- Intra-departmental collaboration to organize and implement benchmark-correlated problem-of-the-day activities that are based on the 2005 FCAT Math Item Specifications.
- Intra-departmental sharing of Best Practices related to mathematics teaching, test preparation, and teacher productivity.
- School-based training regarding data analysis and data-driven decision-making.
- Write Traits follow-up training sessions.
- Trainings on the six traits of the writing process.
- Training on how to utilize the Writing Performance Item Specifications as a teaching tool.
- Writing Best Practices.
- Writing Rubric Training
- Vendor and Intra-departmental workshops on newly adopted textbooks, supplemental, and technological materials.
- Intra-department review of the new Science Pacing Guide.
- Intra-department briefing on FCAT Science Item Specifications and Performance Task Items.

Evaluation

On the next State of Florida ROI Index publication, Jose Marti Middle School will show progress towards reaching the 50th percentile rank.

EESAC Compliance

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

Budget:

The EESAC supports the administrative efforts to improve student achievement and will budget financial resources to support their efforts.

Training:

The EESAC recommends and actively supports ongoing professional development that assists instructional staff members in meeting student needs. In the past, CRISS training sessions have been funded by EESAC.

Instructional Materials:

The EESAC supports the school's enhancement of the instructional program by encouraging the acquisition of academic and technological resources to promote increased student achievement.

Technology:

The EESAC supports and commends the faculty and staff of Jose Marti Middle School in their progress with technological advances, including e-mail and electronic gradebook programs.

Staffing:

The EESAC commends the administration for hiring additional security staff to insure a safe learning environment. Also, the EESAC supports hiring additional instructional personnel to lower class sizes.

Student Support Services:

The EESAC recommends that the Student Services department continue to provide valuable academic, personal, social, career counseling to the student population. The EESAC commends the Peer Mediation program and encourages its continuation.

Other Matters of Resource Allocation:

The EESAC offers support in the school's endeavors in improving student achievement.

Benchmarking:

The EESAC recommends that the small learning communities continue as they provide an opportunity for instructional staff to share best practices and departmental self-reflection.

School Safety & Discipline:

The EESAC supports the school's efforts to maintain a safe learning environment.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$25,000.00
Goal 2: Mathematics	\$25,000.00
Goal 3: Writing	\$400.00
Goal 4: Science	\$3,000.00
Goal 5: Parental Involvement	\$3,300.00
Goal 6: Discipline & Safety	\$200.00
Goal 7: Technology	\$25,000.00
Goal 8: Health & Physical Fitness	\$5,000.00
Goal 9: Electives & Special Areas	\$2,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$88,900.00

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