
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6441 - Howard D. McMillan Middle School

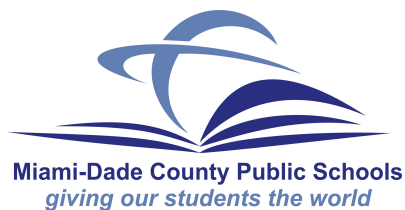
FeederPattern: G. Holmes Braddock Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Winston Whyte

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Howard D. McMillan Middle School

Howard D. McMillan Middle School was built in 1976, on 22.56 acres and is located in a residential community of Southwest Kendall. McMillan is a subunit of Miami-Dade County Public School System which is the fourth largest school system in the nation. It is a public school, which provides educational opportunities for students in grades six, seven, and eight. Although the original facility capacity was intended for a capacity of 1,144, the current enrollment is approximately 1,170 students with an ethnic/racial make-up of 90% Hispanic, 6% White, 2% African American and 2% Other. Presently, there is a state-of-the-art 21-classroom addition located on the south side of the main facility. The physical plant has six main entrances.

Classrooms have been identified as designated science rooms, resource rooms, computer labs, media center, cafeteria, art, music, and physical education facilities due to specific room/program requirements. In addition, there is also a Community School on site, which offers enrichment and evening classes serving the school's community. The faculty and parents, along with the Educational Excellence School Advisory Committee, work together to ensure that this school is "...a place where every child matters...."

Given instruction based on the Sunshine State Standards, there will be an increase of 1% of students in grades six through eight scoring at Level 3 or higher on the 2007 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards, 51% of Limited English Proficient (LEP) students in grades six through eight will score at Level 3 or above on the 2007 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards, 51% of Students With Disabilities in grades six through eight will score at Level 3 or above on the 2007 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards, 68% of the students in grades six through eight will score at Level 3 or higher on the 2007 administered FCAT Mathematics test, as compared to 66% meeting those standards in the 2006 administered FCAT.

Given instruction based on the Sunshine State Standards, 56% of Limited English Proficient (LEP) students in grades six through eight will score at level 3 or above on the 2007 administered FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, 56% of Students With Disabilities in grades six through eight will score at level 3 or above on the 2007 administered FCAT Mathematics test.

Given instruction using the Sunshine State Standards, 95 percent of students in eighth grade will maintain or increase their score of 3.5 or higher on the 2007 administration of the FCAT Writing Plus test.

Given instruction using Sunshine State Standards, 56.73 percent of the eighth grade students will score a Level 3 or higher on the 2007 administered FCAT Science test, as compared to 31.73 percent meeting those standards in the 2006 administered FCAT.

Given the need to increase parental participation in school activities, there will be a 2% increase in parental involvement based on the parent sign-in sheets collected during the 2007 school year, as compared to the 2006 school year sign-in sheets reflecting 840 parent signatures.

Given the need to increase positive student behavior, there will be 100 or fewer outdoor suspensions as documented by the 2006-07 Student Case Management Referral System.

The use of technology will increase by 2% as evidenced by daily computer logs, as compared to the 2005-06 school year reflecting 153 days of computer lab usage.

Using the FITNESSGRAM program, 45% percent of those students in grades six through eight who are currently enrolled in Physical Education and dance classes will receive gold or silver awards in the 2007 FITNESSGRAM Program.

Given the need to increase the number of students enrolled in elective courses, Howard D. McMillan will increase the number of students enrolled in the elective program by 1% for the 2007-08 school year as compared to 21.8% enrolled for the current school year.

Howard D. McMillan Middle School will improve its ranking of the State of Florida Return of Investment (ROI) index publication from the 76 percentile in 2004 to the 78 percentile on the next publication of the index.

The surrounding community includes single-family homes, townhouses, and rental units. The socioeconomic level of the community is that of a middle class community. Sixty percent of our students receive free or reduced breakfast/lunch. Approximately 61% of our student population is new to Miami-Dade County Public Schools with a mobility index of 19%. Student percent of daily attendance is on an average 95.8% with approximately .8% of the student population grades six through eight not promoted.

There are 78 classroom teachers, one principal, four assistant principals, five counselors, a media specialist, a computer specialist, a microsystems technician, nine full-time secretaries, six full-time security monitors, ten full-time custodians, and nine paraprofessionals. Approximately 45% of our classroom teachers hold advanced degrees. The average years of teaching service in the state of Florida is nine years. In addition, there are five beginning teachers new to the career field. Currently, four teachers are seeking the National Board Certification through the National Board of Professional Teaching Standards (NBPTS), and one teacher received National Board Certification. In addition, there are five instructional staff members seeking an administrative degree and are being mentored by the

administrative team. A few of our non-instructional staff are currently enrolled in courses to enhance their personal and professional growth. We are a diverse staff and staffing needs are determined based on the school's staffing allocations, and positions are filled based on district procedures for hiring.

Class length is 50 minutes, with 35-minutes of homeroom which includes 30 minutes of Sustained Silent Reading (SSR), character building and FCAT PREP activities. Sunshine State Standards (SSS) are used and correlated with the district's Competency-Based Curriculum (CBC) to ensure compliance of instructional program guidelines. Instructional requirements are determined by the FDOE and district guidelines. The school is required to offer three years of English, mathematics, science and social studies. Furthermore, students who have not received a score of level 1 or level 2 on the Florida Assessment Comprehension Test (FCAT) are given the opportunity to select two elective courses, for a total of six classes at each grade level. Instructional programs are determined based upon student needs through implementation of the following programs:

- English for Speakers of Other Languages (ESOL)
- Spanish as a Second Language
- Special Education (SPED)
- Advanced Academics
- Gifted Programs
- Intensive Reading Plus
- Intensive Reading
- Intensive Mathematics
- Physical Education (required-grade 6)
- High School Credit Courses (Algebra, Geometry, Spanish
Spanish SL, French, Earth/Space Science, Biology)
- Speech and Language Services
- Physical/Occupational Therapy
- Counseling
- Vocational Classes
- Career Exploration Classes

Two areas for improvement based on the results of the Organizational Performance Improvement Snapshot survey tool are: Business Results and Strategic Planning. Workshops will be provided on school financing and master scheduling in order for curriculum leaders and departments to have a greater awareness and understanding of the overall functioning of the facility. In addition, long-term action plans will be developed departmentally in order to measure the school's academic challenges and allow teacher input in the development of the plan. Furthermore, periodic staff surveys will be distributed in order to develop a means for assessing teacher concerns and allow an opportunity to self-assess, using the Continuous Improvement Model further embarking on the Governor's Sterling Award journey.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Howard D. McMillan Middle School

VISION

Our school will provide a safe, caring, and enjoyable environment where students will become independent, productive, compassionate and responsible citizens in a global society.

MISSION

Howard D. McMillan Middle School will provide high educational standards by addressing the unique needs of all students of our multicultural community. The school will collaboratively use data to promote and motivate students in an intellectually and technologically rich environment where they are prepared to meet the challenges of the future. In addition, the school will endeavor to foster a stronger involvement with parents and the community.

CORE VALUES

Howard D. McMillan Middle School will uphold integrity, honesty, respect, perseverance, fairness and other characteristics of civility which provide the foundation for respectful human interactions.

School Demographics

Howard D. McMillan Middle School is located on 22.56 acres in a residential community of Southwest Kendall. This comprehensive middle school provides educational opportunities for students in grades six, seven, and eight. The school houses approximately 1,170 students with an ethnic/racial makeup of 90% Hispanic, 6% White Non-Hispanic, 2% African American, and 2% Asian/Indian/Multiracial. Howard D. McMillan Middle School has a community school program and is the first secondary school known as a Model School for Inclusion. The faculty and parents, along with the Educational Excellence School Advisory Council (EESAC), work together to ensure that the school is... a place where every child matters.

Howard D. McMillan Middle School is noted as a Model School for Inclusionary Practices with 12 Special Education teachers serving students with varying exceptionalities in the regular classroom setting. The school received the Governor's Sterling Challenge Award in the 2004-05 school year and is currently pursuing the Governor's Sterling Award. Furthermore, the school was ranked 75th in the state of Florida for making the greatest learning gains among secondary schools, and was identified by the district for a school site visit by the Broad Foundation in May 2006. This year our school was also awarded \$887,000 in QZAB funds allocated to enhance our technology program. Our school was also one of the first schools to pilot the Excelsior Grade book Program and has been using an electronic grade book for the past four years.

There are 78 classroom teachers, one principal, four assistant principals, five counselors, a media specialist, a computer specialist, a microsystems technician, nine full-time secretaries, six full-time security monitors, ten full-time custodians, and nine paraprofessionals. Approximately 29% of the total full-time staff is white non-Hispanic, 17% is black non-Hispanic, 52% is Hispanic and 2% are Asian/American Indian. In addition, 45% of our classroom teachers hold advanced degrees. The average years of teaching service in the state of Florida is nine years. In addition, there are five beginning teachers new to the career field. Currently, four teachers are seeking the National Board Certification through the National Board of Professional Teaching Standards (NBPTS), and one teacher has received National Board Certification.. Some of the non-instructional staff is currently enrolled in courses to enhance their personal and professional growth. We are a diverse staff and staffing needs are determined based on the school's staffing allocations, and positions are filled based on district procedures for hiring.

School Foundation

Leadership:

It is the philosophy of the administrative team at Howard D. McMillan Middle School (HDMMS) that our school is... “a place where every child matters.”

The administrative team and staff collaboratively establish the school’s mission/vision and core values in order to ensure that “every child matters.” Once this has been developed, the stakeholders have a focus and direction that they will have agreed is the purpose of our educational institution. The School Improvement Plan (SIP) also guides our school’s instructional programs and serves the administrative team as a mechanism for creating an action plan that is relevant to our students’ needs and the community in which it serves. Based upon the Organizational Performance Improvement Snapshot Survey, 76% of the staff responded that they were aware of leadership design of the school, the vision and mission scoring an average of 4.5 out of a possible 5 points.

The administrative team meets on a daily basis and uses the Plan-Do-Study-Act Continuous Improvement Model (PDSA) as a means of continuously self-assessing the total school functioning, programs, and the SIP. Departmentalized Action Plans were developed for the four core subject areas and are correlated with the district's suggested Pacing Guides that were developed to identify specific program needs and student expectations and to tailor these strategies to be specific in addressing the needs of the students. The administrative team realizes that setting organizational direction and aligning curriculum needs and curriculum/team leaders with their respective groups helps to build a vehicle for establishing common goals and performance expectations. Curriculum and team leaders are selected annually, or as needed, and serve as liaisons to the administration, as well as to their respective departments and grade levels. They have regularly scheduled meetings with the administrative team. These leaders are responsible for disseminating information to the staff, ensuring that performance expectations are openly communicated, as well as monitoring that the mission/vision/core values are upheld. This allows for continuous communication to flow in all directions. These leaders meet with their respective departments and grade level teams on a weekly basis. In addition, there are also regularly scheduled knowledge-driven faculty meetings designed to provide information to all staff members.

District Strategic Planning Alignment:

Strategic planning is conducted by the principal, administrative team and EESAC, to provide information from four different sources. The first source includes the School Climate Survey, attendance reports, School Advisory Council Report, and standardized test results. The results of the Strategic Planning Needs Assessment Survey indicates an overall average score of 4.0, indicating that staff clearly knows their roll in the strategic planning process and is allowed to grow professionally.

The second source is our standardized test scores, such as the FCAT, are compared with the scores of nearby middle schools whose student populations are demographically similar to ours. This demographic similarity allows for an objective comparison since the chosen schools have very similar student profiles.

The third source is the usage of various means of technology to determine their effectiveness in improving student achievement. Data from the Accelerated Reader (AR) Program is analyzed to assess student participation and reading comprehension learning gains. In addition, the Star Diagnostic Reading Test is a computer-based program used to track student reading comprehension gains at regular intervals throughout the school year. The Maze

Reading Test is given three times during the year to track intensive reading/reading plus student progress and the Diagnostic Assessment of Reading will be used as a diagnostic tool to further prescribe student instructional needs. The Plato Course Recovery software is an innovative approach, which is being utilized to enable low performing students to learn skills which should have been mastered the year before. The entire instructional staff is fully functional in the usage of the Excelsior electronic grade book. This tool allows teachers, students and parents instantaneous access to students' academic progress on a daily basis.

The fourth source is senior leaders who are cognizant of the fact that budgetary expenditures have a direct influence on our product, student achievement. A concerted effort is made to direct expenditures to those areas that have the greatest impact on student achievement. Therefore, a significant allotment of the school budget is spent on hiring additional teachers to reduce the teacher/student ratio. Also, funds have been allocated for hiring FCAT tutors and purchasing supplemental FCAT preparation materials. In addition, technology is a major focus in budgetary expenditures, as well as money spent on teachers' professional development workshops. Finally, the EESAC receives annual allocations from the State of Florida, which it spends in support of the SIP goals.

The fifth and final source is the administrative team who is aware of the diverse community in which the school operates and is taking steps to address the needs of the community to improve student achievement. Parent workshops are conducted in the areas of Reading, Writing, Math, Science, Student Safety, and Student Services.

Stakeholder Engagement:

HDMMS evaluates its information gathering process by measuring the customers' satisfaction and analyzing their needs and concerns. This process is driven by data analysis from the School Climate Survey, student critiques of teachers, and school-based teacher surveys. On the Organizational Performance Improvement Snapshot, staff indicated that they clearly knew what their mission was ranking a 4.5 average out of a possible 5 under the category of Leadership. Certainly, this is a direct correlation with student achievement.

Besides using surveys to gather information, HDMMS seeks the input of students and parents at PTSA and EESAC meetings. These committees meet on a monthly basis to voice their concerns and resolve issues that teachers, parents and students may have. Additionally, parents participate in our annual Back-to-School Night and learn about their child's teachers and the curriculum.

The lines of communication are always kept open at HDMMS by means of the open door policy that the administrative team has with the parents, students and the staff. Parent/teacher conferences are scheduled through our team meetings on an "as needed" basis. This is a great opportunity to voice any concerns between the teachers, the parents and the students. The school website is a very useful source of information that HDMMS also uses to communicate with its customers. HDMMS also posts advertisements in the Neighbors section of the Miami Herald, highlighting positive school accomplishments.

The School Climate Survey is an important diagnostic tool used to determine customer satisfaction. The survey is used to gather information from all school subsystems. This allows the administrative team to identify strengths and weaknesses in customer satisfaction, and to develop an effective action plan to address those needs.

School-based teacher critiques by students are given to gather feedback, which enables the teacher to assess their teaching style and implement more effective teaching strategies. This process allows the teacher to grow professionally and ultimately improve our product, student achievement.

In addition to the teachers, students voice their concerns through guidance counselors, members of the administrative team and school-based committees. Receiving feedback is a beneficial tool that only enhances the progress of the school into a more positive direction. As a result, students look forward to attending school on a daily basis.

Furthermore, parents complete a School Climate Survey where the results indicated a need to implement a complaint tracking system. This recording process will enable us to efficiently address all parental concerns in a timely manner.

Faculty & Staff:

Our administrative team promotes teacher leadership and empowerment through researched-based programs, technology-based instruction, and change. For example, the administrative team encourages teacher sharing sessions during faculty meetings, conducting workshops on early release days and seeking teacher input for new projects. In addition, Professional Growth Teams (PGT's) are created for all beginning teachers. These PGT's provide mentoring and assist beginning teachers as needed. Beginning Teachers meet on a monthly basis and mini-inservices are provided in the areas of resource personnel, ESOL, SPED, and classroom management techniques.

Our needs assessment survey indicated that our school scored an average score of 4.4 out of 5.0 on the Human Resource focus indicating that staff believes they can make a difference and they are recognized for their talents and skills and contributions.

Data/Information/Knowledge Management:

The main sources of the data are the reports generated by the State, the District and the Regional Center. These reports include the Florida Comprehensive Assessment Test (FCAT) results, the FCAT Norm Referenced Test (NRT), the annual report card (FSIR) and the Adequate Yearly Progress Report (AYP). These selected reports offer pertinent information for the administrative team to analyze and measure past and present performance, and to compare the action plans in place. In addition to the above mentioned, the team reviews the institutional data that includes the overall performance of each class every grading period, and the mid-term and final examination. The staff needs assessment indicates that the staff is able to review data and use it for decision-making purposes. The overall average score on the needs assessment survey of 4.3 indicates that teachers have had extensive training with data interpretation and are comfortable with its uses.

A yearly review of the FCAT scores and the school's report card is conducted to track the students' performance in order to adopt / adapt best practices. This past summer, teams of teachers in the four core subject areas, reviewed student data, and aligned the District Pacing Guides with the development of annual action plans. Advanced level elective courses are also offered to encourage advanced placement within the elective program. This also includes offering high school credit courses in our foreign language program. In addition, every teacher is given access to the Student Performance Indicator (SPI) site so that they can design their classroom instruction to best suit the individual needs of the students.

In the classroom, the teachers closely monitor the students' performance and provide assistance in helping them to meet grade level expectations. Students, who are performing below grade level, are also tracked and monitored by the Student Services Department who provide a biweekly progress report. This report facilitates communication between the school and the parents in order to better assist the students by providing corrective actions at an early stage. The analysis continues at the departmental and school level. The FCAT reports provide an analysis by

specific strands according to the Sunshine State Standards. The areas where the students demonstrate very little mastery are used as key input for prioritizing our objectives. In addition, HDMMS has implemented the Inclusion Model at all grade levels in the core subjects for the past three years.

Education Design:

Classroom instruction is delivered in 50 minute class periods. Sunshine State Standards (SSS) are adhered to and correlated with the District's Competency Based Curriculum (CBC) to ensure compliance with instructional program guidelines. Homeroom is 30-minutes in length and is used for Sustained Silent Reading and FCAT Prep activities facilitated by the Reading Coach and Mathematics Department Chairsperson. In addition, homeroom offers a word of the day and the Principal's Books of the Month. Activities are well planned and coincide with the Language Arts/Reading Department's Action Plan. Instructional requirements are determined by the FDOE and District guidelines. The school is required to offer three years of English, mathematics, science and social studies. Furthermore, students who have earned a score of three or higher on the Florida Comprehensive Assessment Test (FCAT) are given the opportunity to select two elective courses in addition to their core courses of Language Arts, Mathematics, Social Studies, and Science. Ever cognizant of student needs, instructional programs are designed and implemented in the following programs:

English for Speakers of Other Languages (ESOL)

Spanish as a Second Language

Home Language Assistance Program

Exceptional Student Education (ESE)

Advanced Academics

Gifted Programs

Speech and Language Services

Physical/Occupational Therapy

Counseling

Technology Labs

Vocational Classes

Career Exploration Classes

HDMMS is proud to be the first secondary school with a fully implemented Inclusion Program at all grade levels. There are currently twelve inclusion teachers team-teaching in the core subject areas, which complies with Individual Educational Plan (IEP) requirements, and further serves to reduce the teacher-pupil ratio. All students are academically placed into programs, which meet their scholastic needs. Mainstream teachers collaborate with special program teachers on a regular basis to ensure their students' academic success. The results of the needs assessment survey indicate an average score of 4.3 in the areas of Strategic Planning and Process Management. This reflects that staff is acknowledged in the decision-making process as the school designs curricular activities to enhance academic achievement.

Performance Results:

Attributing factors that have negatively impacted our currently existing test scores are our daily student attendance rate, and the number of students suspended. Our inclusion program has aided our Students with Disabilities(SWD) by providing an appropriate educational program based on student needs and abilities. The results of the needs assessment survey indicates an average score of 4.3 for Strategic Planning and that the Continuous Improvement Model is utilized as an on-going tool to review program needs. Curriculum is then aligned according to data-driven

test results to determine appropriate interventions.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Given reading instruction, students will improve the necessary skills to increase their reading proficiency to meet state and federal standards in reading.

Needs Assessment

An analysis of data indicates that 35% of our overall student population in grades six through eight scored at Levels 1 or 2 in reading, leaving 65% scoring at a Level 3 or above. The data indicates that for, grade 6, opportunities for improvement are needed in the content clusters of reference/research (63%), and words/phrases (64%), and in grade 7 reference/research (67%), and comparisons (67%). The opportunities for improvement in grade 8 are also reference/research (50%), main idea/purpose (63%), and word/phrases (67%). In addition, 23% of LEP students and 29% of SWD scored above grade level in reading when the goal was 44%. This indicates that alternative strategies need to be implemented for the current school year.

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 based on the Sunshine State Standards, there will be an increase of 1% of students in grades six through eight scoring at Level 3 or higher on the 2007 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards, 51% of Limited English Proficient (LEP) students in grades six through eight will score at Level 3 or above on the 2007 administered FCAT Reading test.

Given instruction based on the Sunshine State Standards, 51% of Students With Disabilities in grades six through eight will score at Level 3 or above on the 2007 administered FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use note-taking techniques and graphic organizers to enforce reading skills and CRISS strategies.	Social Studies Teachers, Social Studies Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Align curriculum both vertically and horizontally using the suggested grade level Pacing Guides and data-driven assessment to create departmental action plans.	Language Arts Teachers, Reading Teachers, Curriculum Leaders, Media Specialist, Reading Coach	8/14/06	5/30/07	Transition and Articulation Programs	\$0.00
Designate a day of the week (Mondays) for reading in the various elective strands.	Elective Program Teachers, Elective Curriculum Leader	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement school-wide literacy initiatives (Word of the Day, Principal's Books of the Month, and Homeroom Reading Activities) to improve student achievement in reading.	Homeroom Teachers, Reading Coach, Assistant Principals, Principal	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Provide a reading resource library with leveled books at students' independent reading levels and print-rich classrooms--- items in the classroom properly labeled.	Assistant Principal for Curriculum, ESOL Teachers, Reading Coach, ESOL Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Set up reading centers in both intensive reading and reading plus classes, as well as ESOL classes.	ESOL Teachers, ESOL Curriculum Leader, Reading Coach, Reading Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Give teachers access to SPI and provide training so they can access individual and class testing profiles in order to meet the needs of their students in addition to adhering	Language Arts and Reading Teachers, Reading Coach, Language Arts Curriculum Leader	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

to departmental action plans.					
Identify SWD students using the Continuous Improvement Model who will be enrolled in inclusion classes. This will allow them to receive grade level instruction as well as the additional assistance from a SPED instructor; as well as learning centers and technology-based instruction.	Assistant Principal of Curriculum, Program Specialist, Reading Coach	8/14/06	5/30/07	Inclusion	\$0.00
Use the state adopted textbooks, Florida Science Grades 6, 7, and 8, Biology, Exploring Life, or Earth Science to improve their research skills using teacher-directed instruction.	Science Curriculum Leader, Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Using the Continuous Improvement Model, assess students using the district interim assessments, Maze, Bridges to Literature, and use Edusoft reporting system.	Language arts teachers, curriculum leader, and reading coach	08/14/06	05/30/07	District Strategic Plan	\$0.00
Create an intensive Saturday school tutorial program to target students with FCAT 1 and 2 scores using data-driven instruction reflected from departmental action plans and support the program using SuccessMaker, Read 180, and Prentice Hall/Glencoe FCAT resources. Evaluation of this program will be determined by the results of the 2007 FCAT scores.	Language Arts Teachers, Reading Teachers, Assistant Principal for Curriculum, Reading Coach	01/13/07	02/23/07	District Strategic Plan	\$15000.00
Implement the Comprehensive Research-Based Reading Plan including the creation of intensive reading and reading "plus" classes that will assist students reading below grade level while monitoring the plan with district and school generated assessments in addition to using resources such as Q-Cards.	Language Arts Teachers, Language Arts Curriculum Leader, and Reading Teachers, Media Specialist, Reading Coach, Inclusion Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use technology-based programs such as Read 180, Skills Tutor, SuccessMaker, Accelerated Reading, Riverdeep, FCAT Explorer, PLATO, and internet research to aid students in meeting high standards.	Language Arts/ESOL Teachers Reading Teachers Reading Coach Media Specialist Reading	8/14/06	5/30/07	District Strategic Plan	\$0.00
Using the Continuous Improvement Model, monitor and counsel students in danger of failing (including SWD and LEP) each grading period while maintaining parental contact. In addition, continue to offer advanced/gifted courses to provide an	Student Services Department, Program Specialist, Student Services Curriculum Leader, Team Leaders	08/14/06	05/30/07	District Strategic Plan	\$0.00

academic environment appropriate for students achieving at Level 3 or higher.	
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Research-Based Programs

STAR PROBE, Prentice Hall Literature Text, Read 180, Success Maker, Prentice Hall Writing and Grammar, Glencoe Writer's Choice, Gates-MacGinitie, 5+3+ii+iii Teaching Model, Continuous Improvement Model, MAZE, Bridges to Literature, Diagnostic Assessment of Reading (DAR), and the Comprehensive Research-Based Reading Plan.

Professional Development

Provide professional development that will include CRISS strategies, reading activities used across all content areas such as the Q-Cards, Creativity in the Classroom, and in the FCAT Subtest strand of Reference and Research Read 180, Edusoft, and reciprocal teaching.

Evaluation

The evaluation component will include the 2007 FCAT Reading Test as the final data of evaluation, but will also incorporate the district interim assessment(s) as a progress monitoring tool and the impact of the Saturday School Tutorial Program.

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 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 2 STATEMENT:

Given mathematics instruction, students will improve the necessary skills to increase their mathematics application and computation skills to meet state and federal standards in mathematics.

Needs Assessment

An assessment of data indicates that 34% of our overall student population in grades six through eight scored at Levels 1 or 2 in mathematics leaving 66% scoring at a Level 3 or above. In addition, analysis of the data indicates the area of greatest weakness in grade level 6 is in algebraic thinking (38%). An analysis of grade level 7 data indicates that the greatest areas of student deficiencies lie in the areas of measurement(44%)and algebraic thinking (44%). Also, data analysis of grade level 8 indicates that the areas of greatest deficiency are geometry(33%) and measurement (42%). Data indicates that continuing progress has been made within the mathematics department and that there was a five point gain as compared to the 2006 mathematics administration. In addition, 42% of our LEP students and 26% of our SWD students scored less than the required mathematics goal of 50% scoring at or above grade level. This indicates that further alternative strategies need to be implemented within the classroom and the necessary resources allocated in order to meet district standards.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 68% of the students in grades six through eight will score at Level 3 or higher on the 2007 administered FCAT Mathematics test, as compared to 66% meeting those standards in the 2006 administered FCAT.

Given instruction based on the Sunshine State Standards, 56% of Limited English Proficient (LEP) students in grades six through eight will score at level 3 or above on the 2007 administered FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, 56% of Students With Disabilities in grades six through eight will score at level 3 or above on the 2007 administered FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct an FCAT Mathematics workshop for parents to provide information on how to help their child improve in mathematics while maintaining parent sign-in sheets.	Mathematics Teachers, Mathematics Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use the PLATO lab for course recovery classes.	Mathematics Curriculum Leader, Plato Lab Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Interpret graphs, maps and charts to reinforce mathematics skills as evidenced in teacher lesson planning.	Social Studies Teachers, Social Studies Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Align curriculum both vertically and horizontally using the suggested district Pacing Guide, departmental action plan and data-driven assessment.	Mathematics Teachers, Mathematics Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use available bilingual math resources in the classrooms to include textbook glossary, on line resources and teacher created tools to assist LEP students.	Mathematics Teachers, Mathematics Curriculum Leader, ESOL Paraprofessional	08/14/06	05/30/07	District Strategic Plan	\$0.00
Monitor students in danger of failing by meeting with students and parents and establishing written/verbal communication while maintaining parental contact to include SWD and LEP students.	Student Services, Student Services Curriculum Leader, Program Specialist, Team Leaders	8/14/06	5/30/07	District Strategic Plan	\$0.00
Using the Continuous Improvement Model, assess students using the District Interim Assessments as well as Edusoft reporting	Mathematics Teachers, Mathematics Curriculum Leader	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

system.					
Identify and place students scoring in the lowest 25% on the FCAT mathematics test into an intensive mathematics course.	Intensive Mathematics Teacher, Mathematics Curriculum Leader	08/14/06	05/30/07	District Strategic Plan	\$0.00
Apply mathematical formulas to solve scientific word problems, and increase the use of calculators and graphing to complete mathematical problems.	Science Teachers, Science Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Infuse technology to enhance curricula used in the classroom such as: FCAT Explorer, Glencoe Resources, Skills Tutor, and Riverdeep.	Mathematics Teachers, Mathematics Curriculum Leader Math Technology Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Create an intensive Saturday School tutorial program to target students with FCAT 1 and 2 scores using data-driven instruction. Evaluation of this program will be the results of the 2007 FCAT administration.	Mathematics Teachers, Mathematics Curriculum Leader, Assistant Principal for Curriculum	01/13/07	2/23/07	District Strategic Plan	\$15000.00
Give teachers training in Edusoft, CRISS strategies, and Q-cards.	Assistant Principal of Curriculum, Mathematics Curriculum Leader	08/14/06	05/30/07	District Strategic Plan	\$0.00
Continue to build accelerated mathematics courses to strengthen skills for students functioning at Levels 3 or above.	Assistant Principal for Curriculum, Mathematics Curriculum Leader, Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Using the Continuous Improvement Model, give teachers training and access to SPI to utilize student data when adhering to departmental action plans, and utilize the Academic Tutoring Program to assist students who need help, to include SWD/LEP students.	Mathematics Teachers, Mathematics Curriculum Leader, Program Specialist	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Glencoe Mathematics Applications and Concepts Courses 1 and 2, Pre-Algebra, Algebra I, Geometry and the Continuous Improvement Model.

Professional Development

Provide professional development that will include CRISS strategies, Creativity in the Classroom, the use of Q-Cards, Edusoft, and reciprocal teaching.

Evaluation

The evaluation component will include the 2007 FCAT Mathematics test as the final data of evaluation, but will also incorporate the district interim 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 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 3 STATEMENT:

Students will increase their writing scores and meet state and federal standards in writing.

Needs Assessment

In reviewing the trends of our school's writing scores for the past two school years, writing data reflects a 16% increase in the number of eighth grader scoring 3.5 or higher. Ninety-three percent of our eighth grade students scored 3.5 or higher on the 2006 administration of the FCAT Writing Plus test. In order to continue to improve writing scores, a series of intervention strategies have been implemented, along with professional development for teachers. Our existing school-wide writing plan must be revised in order to ensure program continuity from one grade level to the next and to address any deficit areas.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 95 percent of students in eighth grade will maintain or increase their score of 3.5 or higher on the 2007 administration of the FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Assign once a month writing assignments and write lab reports and develop a science fair project to practice scientific writing.	Science Teachers, Science Curriculum Leader	08/14/06	05/30/07	District Strategic Plan	\$0.00
Monitor and place students in danger of failing by meeting with students and parents and establishing written/verbal communication while maintaining parental contact to include SWD and LEP students.	Student Services, Student Services Curriculum Leader, Program Specialist, Team Leaders	08/14/06	05/30/07	District Strategic Plan	\$0.00
Give teachers training and access to SPI so they can utilize student data to drive the instructional process.	Language Arts Teachers, Language Arts Curriculum Leader	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Participate in writing current events, journal entries, and essays while reinforcing vocabulary development.	Elective Teachers, Elective Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop a 6-8 writing plan that enforces the Continuous Improvement Model and emphasizes the necessary skills needed for program continuity.	Language Arts Teachers Curriculum Leader Assistant Principal for Curriculum	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use of graphic organizers emphasized in CRISS strategies to develop pre-writing exercises that will aid students to effectively develop main ideas.	Language Arts Teachers, Language Arts Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Write essays/short response 2-3 times per week, and will respond to writing prompts and will reinforce vocabulary development.	Social Studies Teachers, Social Studies Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use peer editing when reviewing student writing samples as evidenced in daily lesson planning.	Language Arts Teachers, Language Arts Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Conduct an FCAT Writing workshop for parents to provide information on how to help their child improve in writing as evidenced by parent sign-in sheets.	Language Arts Teachers, Language Arts Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Create Writing Centers using a variety of graphic organizers to facilitate ESOL students	ESOL Teachers, ESOL Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00

with a visual approach to language development.					
Use literature to generate topics for writing assignments as evidenced in lesson planning.	Language Arts Teachers, Language Arts Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Prentice Hall Writing and Grammar, Glencoe Writer's Choice, the Continuous Improvement Model

Professional Development

Provide professional development that will include CRISS strategies, writing across the curriculum, creating a school wide writing plan, FCAT writing strategies, and sentence development, Creativity in the Classroom, and the use of Q-Cards.

Evaluation

The evaluation component will include the 2007 FCAT Writing Plus as the final data of evaluation, but will also incorporate the district assessment(s) as a progress monitoring tool and pre/post writing assessments.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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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 increase their knowledge of science skills to meet state and federal standards in science.

Needs Assessment

An assessment of FCAT Science data reveals that our students scored a scale score of 291, which is currently above the district average, and 10% higher than the district in achieving highest learning gains. The subtests with the greatest areas of deficiency were in the categories of Physical/Chemical(45%)and scientific thinking(50%).

Measurable Objective

Given instruction using Sunshine State Standards, 56.73 percent of the eighth grade students will score a Level 3 or higher on the 2007 administered FCAT Science test, as compared to 31.73 percent meeting those standards in the 2006 administered FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Interpret graphs and charts to enforce scientific methods.	Social Studies Teachers, Social Studies Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Have students participate in a school wide science fair that will highlight the scientific method, data collection, and graphing.	Science Teachers, Science Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Give teachers access to SPI so they can utilize data to individualize instruction to meet the needs of their students while adhering to their departmental action plans.	Science Teachers, Science Curriculum Leader	8/14/06	5/30/06	Continuous Improvement Model	\$0.00
Create and implement a data-driven action plan, by course subject to address the tested benchmarks every 9-weeks using the Continuous Improvement Model.	Science Teachers, Science Curriculum Leader	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Monitor and counsel students in danger of failing (including LEP and SWD) each grading period while maintaining parental contact.	Student Services, Student Services Curriculum Leader, Program Specialist, Team Leaders	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use available bilingual science resources in the classrooms to include textbook glossary, on line resources and teacher created tools to assist LEP students.	Science Teachers, Science Curriculum Leader, ESOL Paraprofessional	08/14/06	05/30/07	District Strategic Plan	\$0.00
Give teachers training and access to SPI so that they can individualize instruction to meet the needs of their students based on their 5th grade science scores.	Science Teachers, Science Curriculum Leader	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Seventh and eighth grade advanced students' curriculum will be supplemented with FCAT preparation material, and the use of the Q-cards to ensure that all tested benchmarks are reviewed.	Earth/Space and Biology Teachers, Science Curriculum Leader	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Offer advanced/high school level science courses to increase academic enhancement for those students whose FCAT scores are 3	Assistant Principal for Curriculum Science Curriculum Leader	08/14/06	5/30/07	District Strategic Plan	\$0.00

or higher.					
Assess students with school designed pre/post tests.	Science Teachers, Science Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Simulate FCAT type science questions throughout the curriculum as evidenced by tests and quizzes.	Science Teachers, Science Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Have teachers use the District's Pacing Guide with minor adjustments to standardize curriculum among grade level classes in order to align with state and national standards.	Science Teachers, Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement science labs on a regular basis that coincide with the SSS/CBC standards as evidenced by lesson planning.	Science Teachers, Science Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Have students use technology such as: Riverdeep, and the internet to enhance science curriculum as evidenced by lesson planning.	Science Teachers, Science Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Glencoe Science Textbooks Levels I, II, and III, Prentice Hall Biology, Glencoe Earth/Space Science

Professional Development

Provide professional development that will include CRISS strategies, FCAT Science Benchmarks, Creativity in the Classroom, use of the Q-Cards, and Research/Reference.

Evaluation

The evaluation component will include the Science FCAT Test as the final data of evaluation, but will also incorporate the in-house developed science pre/post test assessment(s) as a progress monitoring tool.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Increase parental involvement in school related activities.

Needs Assessment

Recognizing that student achievement is directly linked to parental involvement, opportunities to provide parents with information on how to maximize their child's educational experience is essential. Based upon the previous school year's data, there is a need to increase the number of parents attending school-wide events, such as PTSA meetings and parent evening inservices.

Measurable Objective

Given the need to increase parental participation in school activities, there will be a 2% increase in parental involvement based on the parent sign-in sheets collected during the 2007 school year, as compared to the 2006 school year sign-in sheets reflecting 840 parent signatures.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Update the website to notify parents of events and student activities.(1)	Media Specialist, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use student agendas to maintain parent contact and involvement. (1)	All Instructional Staff, Curriculum and Team Leaders	8/14/06	5/30/07	District Strategic Plan	\$0.00
Host monthly parenting workshops to discuss topics such as FCAT, articulation, and other informative topics for middle school parents such as our school-based Parent Resource Center. (6)	Curriculum Leaders, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize the automated phone system and monthly student calendar to inform parents of events including information on the Parent Academy and to increase parental enrollment.(1)	Assistant Principals, Community School Assistant Principal, TRUST Counselor	8/14/06	5/30/07	Community Partnerships	\$0.00
Monitor students in danger of failing, meet with students and parents, and establish written/verbal communication while maintaining parental contact to include SWD and LEP students. (1 & 2)	Student Services, Program Specialist, Student Service Curriculum Leader, Team Leaders	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide positive student incentives that will encourage parental participation such as: honor roll, student of the month, field trips.(3)	Team Leaders, Assistant Principals, Student Services, Student Services Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

National Council of PTA for Parent/Family Inclusion, What Your Child Should Know; web-site; District's School Climate Survey, The Parent Academy, No Child Left Behind U.S.; DOE ;Helping Your Child Become a Better Reader.

Professional Development

Train parents in the following areas to help support the implementation of the School Improvement Plan: Accessing and utilizing Parental Viewer in the electronic grade book Pinnacle, the school webpage, accessing; What your child should know; website, and workshops on facilitating strategies for reading, writing, mathematics and science FCAT with their child.

Evaluation

This objective will be evaluated utilizing the results of the number of parents signing in during school activities for the 2007 school year, as compared to the parent-in logs (840 signatures) from the 2006 school year.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input 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 6 STATEMENT:

Decrease the number of outdoor suspensions at Howard D. McMillan Middle School.

Needs Assessment

Utilizing a Progressive Discipline Plan that will encompass alternatives to suspension, student expectations are communicated and target groups are developed to track student bullying, harrassment, mediation, and at-risk students. In addition, an accident log is created to record the nature and frequency of school related accidents, ensuring that school safety concerns are dealt with appropriately and expeditiously. There is a need to monitor the number of outdoor suspensions and to create alternatives to suspension in order to reduce the schoolwide suspension rate. There was a 40% reduction in the number of outdoor suspensions from the 2005 school year to 2006 as noted on the case management referral system. There is a direct correlation between the reduction of outdoor suspensions and the achievement of being rated an "A" school by the state of Florida; as a result, there is a need to continue this trend of declining outdoor suspensions.

Measurable Objective

Given the need to increase positive student behavior, there will be 100 or fewer outdoor suspensions as documented by the 2006-07 Student Case Management Referral System.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase School Resource Officer visibility around the school grounds.	School Resource Officer	8/14/06	5/30/07	District Strategic Plan	\$0.00
Create a monthly reward system for students "doing the right thing."	Assistant Principal, Team Leaders	8/14/06	5/30/07	Mentoring Opportunities	\$0.00
Implement interactive bullying program with all 6th graders.	Student Services, TRUST Counselor, Student Services Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Establish a group/meet with those students who have been suspended for fighting and provide small group conflict mediation sessions.	Student Services, TRUST Counselor, Student Services Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement transition programs for 6th and 8th grade students in order to ensure student discipline and academic success.	Student Services Curriculum Leader, Student Services, Career Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide student orientation to discuss student expectations, the Code of Student Conduct and the Progressive Discipline Plan while regularly reviewing procedures using the Continuous Improvement Model.	Student Services	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide workshops and bullying/harassment prevention for parents as evidenced in parent sign-in sheets.	Student Services, Assistant Principals, TRUST Counselor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Schedule quarterly safety committee meetings with faculty and staff to include the Critical Incident Response Team, head custodian, and zone mechanic in order to review schoolwide safety concerns, which will proactively address student behavior issues and result in fewer student outdoor suspensions.	Principal Assistant Principals, Head and Lead Custodian, Zone Mechanic	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Continuous Improvement Model

Professional Development

Teachers will be trained on using the school wide Progressive Discipline Plan. Additionally, teachers in need of additional classroom management strategies will be asked to attend TEC workshops.

Evaluation

Given the cumulative data on the case management referral process, the number of outdoor suspensions will be tallied. Furthermore, records of the nature and frequency of school-based accidents will be monitored and corrective action will be implemented as necessary. Logs that reflect student conflict mediation, evening intervention programs, and counseling services will be kept and used as a means to evaluate programs.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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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:

Increase student use of technology at Howard D. McMillan Middle School.

Needs Assessment

In reviewing school computer lab logs, it is evident that Howard D. McMillan Middle School needs to increase student use of technology. For the 2006 school year, our school needs to increase the use of the computer labs by 2% from the 153 days of computer lab usage during the 2006 school year.

Measurable Objective

The use of technology will increase by 2% as evidenced by daily computer logs, as compared to the 2005-06 school year reflecting 153 days of computer lab usage.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Media Specialist will create computer-based lessons for students.	Media Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Use reports from computer programs such as: SuccessMaker, Read 180, and Accelerated Reader to monitor student progress.	Language Arts Teachers Language Arts Curriculum Leader	08/14/06	05/30/07	District Strategic Plan	\$0.00
Incorporate technology such as SuccessMaker, Plato, FCAT Explorer, Riverdeep through the intensive reading/mathematics classes.	Assistant Principal Reading/Math Technology Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Incorporate the use of technology through the interactive/intelligence classrooms across all content areas.	Assistant Principal of Technology Curriculum Leaders	10/14/06	05/30/07	District-wide literacy plan	\$0.00
Monitor the use of technology labs through teacher lesson plans.	All instructional staff	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

SuccessMaker, Student Performance Indicators (SPI) Data, Skills Tutor, Edusoft, Plato Learning, and Reading 180.

Professional Development

Teachers will receive training with SuccessMaker, Skills Tutor, Promethean Classroom, Intelligence Classroom, Microsoft Office, Edusoft, Read 180, and Excelsior Gradebook.

Evaluation

The evaluation component will include the tally of the computer logs maintained throughout the school year as well as the schedule of computer-based lessons provided to students.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 8 STATEMENT:

Increase the level of physical fitness and health awareness in our students.

Needs Assessment

In reviewing current data, it has been determined that more students need to participate in the FITNESSGRAM test and receive intensive instruction to assure success. Currently, only 38% of our student population took the test during the 2006 school year and out of those participants, (45%) were award winners. The total number of gold awards was 173 and the total number of silver awards was 154. It is our goal to increase the number of students participating in the FITNESSGRAM test.

Measurable Objective

Using the FITNESSGRAM program, 45% percent of those students in grades six through eight who are currently enrolled in Physical Education and dance classes will receive gold or silver awards in the 2007 FITNESSGRAM Program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the FITNESSGRAM program as part of the daily lesson plan.	Physical Education Teachers, Elective Curriculum Leader, Dance Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement a Special Olympics programs for SWD.	Special Education Teachers, Elective Curriculum Leader	08/14/06	05/30/07	District Strategic Plan	\$0.00
Initiate an intramural sports program after school to increase students' physical fitness.	Elective Curriculum Leader	08/14/06	05/30/07	District Strategic Plan	\$0.00
Participate in Stability Ball & Body Ball classes to enhance Physical Education Activities.	Physical Education Teachers, Dance Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Enrolled students in both physical education and dance classes will be instructed in the use of pedometers.	Physical Education Teachers, Dance Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Using the FITNESSGRAM, all dance classes will participate to ensure a broader scope of participants.	Dance Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Personal Fitness for You/Hunter Textbooks
 Powered by Pedometers/Walk 4 Life Inc.
 Physical Education for Progress Grant (PEP)
 FITNESSGRAM

Professional Development

Professional development opportunities for Physical Education/Dance teachers relevant to fitness and health are provided throughout the year by the Division of Life Skills and Special Projects. The Curriculum Leader will attend a district FITNESSGRAM inservice for the 2007 school year.

Evaluation

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

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 9 STATEMENT:

Provide students at Howard D. McMillan Middle School the opportunity to become culturally educated as a whole child. The school will enhance curricular offerings by providing areas of enrichment and interest.

Needs Assessment

After reviewing elective programs offered with Curriculum Leaders, it was determined that there is a greater need for advanced level elective courses in order to establish greater program progression. During the 2006 school year, Howard D. McMillan Middle increased the number of students enrolled in elective course by 1%. For the first time ever, we have offered high school credit courses in the foreign language program and offered advanced level courses in business education and family and consumer sciences. It is our hope that the trend to increase student participation in the elective programs continues as the number of students within the reading program decreases.

Measurable Objective

Given the need to increase the number of students enrolled in elective courses, Howard D. McMillan will increase the number of students enrolled in the elective program by 1% for the 2007-08 school year as compared to 21.8% enrolled for the current school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the use of technology within elective department to enhance the curriculum.	Elective Teachers, Elective Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase the number of performances and competitions within the elective department.	Elective Teachers, Elective Curriculum Leader	8/14/06	5/30/07	District Strategic Plan	\$0.00
Identify potential band students at all grade levels to enroll in the band program during auditions and articulation with elementary feeder schools.	Assistant Principal for Curriculum, Band Teacher	8/14/06	5/30/07	Expanding arts opportunities	\$0.00
Increase the foreign language classes in French/Spanish to include high school credit options.	Elective Curriculum Leader, Foreign Language Teachers, Assistant Principal for Curriculum	8/14/06	5/30/07	Transition and Articulation Programs	\$0.00
Offer a curriculum fair, activity fair, and articulation program to encourage and promote the elective courses.	Assistant Principal for Curriculum, Elective Curriculum Leader	08/14/06	05/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Continuous Improvement Model

Professional Development

NA

Evaluation

The elective programs will be evaluated based on the number of students enrolled in the elective programs. For the 2006-07 school year, our elective enrollment increased by 1%, as compared to the 2005-06 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Howard D. McMillan Middle School will rank at or above the 90 percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicates that that the percentile ranking generated from the ROI index was at 80% for Howard D. McMillan Middle School during the 2004-05 school year. The return on investment with the percent of the Highest ROI Value was at 76%. It is our goal to improve this standing by 2% points.

Measurable Objective

Howard D. McMillan Middle School will improve its ranking of the State of Florida Return of Investment (ROI) index publication from the 76 percentile in 2004 to the 78 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the after school tutorial program to ensure regular student attendance.	Assistant Principal of Curriculum	8/14/06	5/30/07	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principals, Curriculum Leaders Team Leaders	8/14/06	5/30/07	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. grants, private foundations, volunteer networks.	Principal, Assistant Principals, Curriculum Leaders, Team Leaders	8/14/06	5/30/07	Community Partnerships	\$0.00
Collaborate with the district on resource allocation.	Principal, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals	8/14/06	5/30/07	District Strategic Plan	\$0.00
Create student programs based on data-driven results.	Principal, Assistant Principals	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Department of Education Return on Investment Indicators

Professional Development

The administrative team and staff will receive additional training on supplemental funding sources such as grant writing and community partnerships.

Evaluation

On the next State of Florida ROI index publication, Howard D. McMillan Middle School will show progress toward reaching the 78 percentile of the Highest ROI Value.

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 EESAC budget is reviewed annually with all stakeholders. Throughout the course of the school year, EESAC receives various proposals from departments requesting funds for materials which will impact student achievement.

Training:

EESAC members have participated in the School Improvement Planning process.

Instructional Materials:

During EESAC meetings, new items purchased are discussed and reviewed by the group as well as proposals from teachers requesting EESAC funds for supplemental materials designed to enhance student achievement.

Technology:

Q-ZAB purchases have been discussed with EESAC, and items received have been installed. Training has been scheduled and is currently taking place. The opportunity for questions was also afforded to all members of the group.

Staffing:

Staffing requirements are reviewed and shared with EESAC members.

Student Support Services:

Student Support Services provide support in the areas of tutoring, intensive reading and reading plus classes, counseling services, community school, before/after school care, enrichment programs, advanced academics, Inclusion, Student with Disabilities Program, Limited English Proficient Program, and parenting workshops.

Other Matters of Resource Allocation:

Snack items are being purchased out of EESAC funds for the proposed Saturday school tutorial program.

Benchmarking:

EESAC will oversee the targeted goals and objectives affiliated with the 2006-07 School Improvement Plan.

School Safety & Discipline:

A Safety Committee was developed and is meeting quarterly to discuss school safety. The Student Planner also outlines school safety and discipline practices. Activities such as honor roll recognition, field trips, and awards assemblies help to recognize those students who have shown significant student achievement and positive behavior.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$15,000.00
Goal 2: Mathematics	\$15,000.00
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:	\$30,000.00

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