
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6521 - Miami Springs Middle School

FeederPattern: Miami Springs Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Gail Quigley

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Springs Middle School

Miami Springs Middle School sits on 19.45 acres of land and is located at 150 S. Royal Poinciana Boulevard. It was established in 1955 with an open campus design. The school serves a student enrollment of approximately 1,800 students who live in surrounding neighborhoods. Of these, approximately 1,300 are standard curriculum students, 200 are Limited English Proficient, 100 are in the gifted program, and 200 are in the Students With Disabilities program. Miami Springs Middle School is a Title I school that provides a collegial structure to ensure a positive and harmonious educational atmosphere. In order to guarantee the motivation and desire for excellence of all students, stakeholders work cohesively as a team through a collaborative system of leadership that includes representatives from all groups on its primary decision-making cadre, the Educational Excellence School Advisory Council (EESAC). In addition, members from each department comprise the Instructional Improvement Team and meet monthly to coordinate and implement the school's curriculum and educational programs. These programs include gifted instruction in all core classes, as well as Exceptional Student Education classes in all academic disciplines. Advanced classes are offered in English, math, science, social studies and the arts. English for Speakers of Other Languages is offered at all levels and bilingual instruction is offered in math, science, and social studies. Miami Springs Middle School is in its second year of implementing a science, engineering and technology magnet in conjunction with the Miami Museum of Science.

Given instruction based on the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 51% scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their reading skills as evidenced by 51% scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students will improve their reading skills as evidenced by 51% scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) students will improve their reading skills as evidenced by 51% scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2006 administration of

the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

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

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the attendance logs for school events from the 2005-2006 and 2006-2007 school year.

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

Given instruction and support from the Information Technology Services Department of Miami-Dade County Public Schools, teachers will utilize electronic grade reporting as evidenced by 100 percent of teachers implementing the electronic grade book as documented by the end of the year grade reporting.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards 55 percent of the students who take Physical Education at Miami Springs Middle School will meet an acceptable level of fitness required to maintain a healthy lifestyle based on the FITNESSGRAM test program.

Given emphasis on the benefits of participating in the Fine Arts programs the number of performances presented by students will increase by 10 percent during the 2006 – 2007 school year as compared to the 2005 – 2006 school year.

Miami Springs Middle School will improve its ranking on the State of Florida ROI index publication from the 70th percentile in 2005 to the 71st percentile on the state of Florida ROI index.

Based upon data compiled from the Organizational Performance Improvement Snapshot survey tool, the administration needs to ensure that human resource becomes a focus. Improvement is also needed in strategic planning. These are two areas where the compiled scores were the lowest, however it needs to be noted that even the lowest score was a 3.9 on a 5.0 scale. The Educational Excellence School Advisory Council (EESAC) will not only publish its minutes on the Internet, but also ensure that a copy is placed in each staff member's mailbox. The EESAC has always had an open door policy, but in the future, a concerted effort will be made to invite staff to participate in the meetings. Staff members will also collaborate and share ideas at the monthly data planning sessions.

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.

Miami Springs Middle School

VISION

Miami Springs Middle strives to constantly move forward and be distinguished as an organization that offers quality education for all of its students. Through the many programs offered at Miami Springs Middle School, it is our goal to address the individual needs of our multi-ethnic student population, while at the same time, prepare them to succeed and contribute to society.

MISSION

The mission of Miami Springs Middle School is to have high academic aspirations for all our students. A school atmosphere based on harmony, motivation, and a desire for excellence permits our students to develop skills to their fullest potential and to enhance their self-esteem. A working relationship between the school, home, and community can help our students become productive members of society. We dedicate our talents and abilities, as well as our constant efforts and our professional lives, to the achievement of this mission.

CORE VALUES

Leadership

Strong instructional leadership by the principal frames the school's vision and mission to ensure they become realities for all children.

Opportunity

Students are afforded opportunities to make informed decisions.

Excellence

High academic standards and a desire for excellence are the primary objectives of our school.

Potential

We encourage all students to develop skills to their fullest potential.

School Demographics

The community surrounding Miami Springs Middle School is comprised of families from Hialeah, Virginia Gardens, Medley, Brownsville, and Miami Springs. Sixty percent of the parent population cannot read or write in English and more than fifty percent of the students come from single parent households. The school is located in an Empowerment Zone.

Miami Springs Middle School employs 146 full-time and 14 part-time staff members. Four are administrators; 79 are classroom teachers in the basic program; 12 are Exceptional Student Education teachers; three are guidance counselors; one is a trust counselor; one is a career specialist; two are media specialists; eight are paraprofessionals; one is the Community Involvement Specialist, two are the Reading Coaches, one is a microtechnician, eight are clerical workers; 34 are custodians, security, or cafeteria service workers. For the instructional staff, 20 percent are White, 24 percent are Black, 54 percent are Hispanic, and two percent is Asian Pacific Islander. Furthermore, 29 percent are males while 72 percent are females. The average length of teaching time is 12 years, with approximately eight percent of the teachers being beginning teachers. Of all the instructional staff members, 28 percent hold a Master's Degree and six percent hold either a Specialist Degree or a Doctoral Degree.

The ethnic breakdown of our student population is 78 percent Hispanic, 6.2 percent White, 15.2 percent Black, and .9 percent other ethnicities. Approximately 77 percent of the students qualify for the free and reduced lunch program.

A 21st Century Learning Community grant, in conjunction with the Easter Seals Foundation, was developed to meet the specific needs of the community as a whole. This program at Miami Springs Middle School offers homework help, classes in math, science, reading, technological assistance, and recreational activities. Students will be assisted with their schoolwork and will be provided the counseling help and support system necessary to keep them on the right track. The media center has extended hours of operation for students and/or parents to use the Internet, check out materials, or conduct research for classroom projects.

The mobility index of the school is 31 percent. This is a challenge that our school must face each year. To improve attendance, the Title I program offers additional funding to supplement existing educational programs and supplies our students with more computers in class, new trade books, and take-home materials that are used to motivate students to stay at our school. Students can also participate in the school's Eagle Scholars incentive program where they earn prizes and participate in activities that are enjoyable. Another issue that Miami Springs Middle School faces is the large influx of LEP students who need to be taught English and tutored on an individual basis. To address this issue, we have a full-time tutorial program that provides assistance in their home language. The teacher is available to assist LEP students in individual or small groups. An additional challenge faced by our school is meaningful communication with parents. To overcome this challenge, monthly newsletters informing parents of the latest school news and developments are created and distributed monthly. Also, parents are invited to meetings and workshops conducted both in the morning and during the evenings.

School Foundation

Leadership:

The survey results were a 4.1 in this category. This demonstrated that the administration of Miami Springs Middle School is effective in setting the direction of the school and accomplishing its goals. Staff members are aware of the mission and vision set forth by the administration. The leadership team creates a positive working environment and involves employees in the operation and implementation of the school's objectives.

District Strategic Planning Alignment:

The survey results were a 3.9 in this category. This indicates that this is an area where some improvement is appropriate. The administration is working on developing ways to involve all staff in the development of the school's goals and objectives and aligning these with those of the state and district.

Stakeholder Engagement:

The survey indicates that there is a great deal of customer satisfaction. The results were a 4.0 in this area. The staff works collegially to ensure that the individual needs of students are met.

Faculty & Staff:

The staff of Miami Springs Middle School feels as if they are part of a family. The survey results were a 4.0 in this area. Each year begins with an "Eagle Pinning" ceremony for new staff members and continues as teachers work together in departments and teams. The present master schedule allows for teachers to plan by grade levels and departments so that they can share best practices and utilize data to maximize the potential for all children.

Data/Information/Knowledge Management:

The staff is aware of the importance of utilizing data in guiding instruction and all other areas relating to our school. Survey data indicates that the school received a 4.3. This is an area about which the staff feels most strongly.

Education Design:

Miami Springs Middle School utilizes the Continuous Improvement Model to guide the instructional program at our school. Tutorial services are provided for students both before and after school funded through the Easter Seals grant program. Advanced and honors courses exist in all core subject areas. Our school is a school wide magnet program affording all students enhanced opportunities in science, engineering and technology. Survey data indicates a score of 4.1 in this category.

Performance Results:

The staff at Miami Springs Middle School realizes the importance of reducing the number of students suspended and increasing overall student attendance. Survey data indicates a score of 4.0 in this category.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

The administrative staff at Miami Springs Middle School works closely with the district's Office of Instructional Staffing to advertise open positions, when appropriate. Our team interviews prospective candidates with role playing situations and includes a written response so that all of the qualifications of the applicants are apparent. New teachers are paired with veteran teachers through our "Eagle Pinning" ceremony, and the veteran agrees to ensure the success of the new teacher. Critical Friends Groups afford teachers the opportunity to work and plan together collegially to assist all teachers in maximizing their professional development.

• Highly Qualified, Certified Administrators:

Dr. Gail Senita, Principal, has worked in several multi-ethnic middle schools as both a teacher and an administrator. Her certification is in the areas of English, ESOL, speech, journalism and school principal. Her Doctorate is in Administration/Supervision, and she holds a Masters Degree in both Curriculum and Instruction and Administration/Supervision. Dr. Senita has been trained as a trainer by the Florida Department of Education in the Clinical Educator model. She has been involved in curricular issues at the district level as the middle school representative on the Charter School Review Committee. Dr. Senita was a trainer for the state's Florida Leaders.net Technology program and was one of the participants in the district's Tech Mentor project.

Mrs. Leticia Sherman has served Miami-Dade County Public Schools for 24 years. She was selected as the Regional Center III Assistant Principal of the Year in 2004. She is certified in the following areas: Mentally Handicapped, Specific Learning Disabilities, and Educational Leadership. She holds a Master of Science degree in Diagnostic Teaching. Mrs. Sherman is fluent in the Spanish language. With these qualifications she has supervised the Exceptional Student Education Program, the Limited English Proficient Program, and the school's general and advanced academics programs. Mrs. Sherman has assisted the exceptional education students access the general curriculum and the Limited English Proficient students access the advanced academics and gifted curriculum.

Mrs. Lisette Alves has been a part of Miami Springs Middle School for 16 years. She is certified in Educational Leadership, K-12 and English, Grades 6-12. Her areas of responsibility as an assistant principal include all instructional programs and scheduling. Prior to her assignment as an Assistant Principal, she was a Reading Leader/Coach for five years and a Language Arts teacher for ten years. During her tenure as a Language Arts teacher, she was selected for Teacher of the Year at her school and successfully worked with both high and low achieving students. As a Reading Leader, Mrs. Alves assisted the administration with the implementation of the school-wide Comprehensive Research Based Reading Plan. She facilitated teaching and learning by conducting professional development training for teachers and parents on the most recent reading strategies and instructional practices. Additionally, she was selected to represent Regional Center III in the Reading Cohort created by the Curriculum Superintendent of the District.

Ms. Ora Whitehead is the newest assistant principal at Miami Springs Middle School. She has an Ed. S. in Educational Leadership, an M.S. in Reading Education, and a B.S. in Elementary Education. During her 15-year tenure, Ms. Whitehead has served as an elementary teacher, gifted teacher, Department Chairperson, FCAT Enhancement Educational Specialist for the district, and a Senior High FCAT Preparatory teacher. Her Professional Recognition and Awards include: Adjunct Professor at Barry University and Rookie Teacher of the Year nominee. Her areas of responsibility include Student Services and Testing. At her previous work location, she contributed greatly to the drive to increase student recognition for outstanding academic

achievement and has organized many reward activities.

• Teacher Mentoring:

All beginning teachers are assigned a professional growth team in accordance with PACES guidelines. In addition, beginning teachers attend a four day orientation program conducted by the District. At the school site, beginning teachers participate in a full day of orientation meetings with key personnel including administrators, department chairs, curriculum team leaders, the attendance clerk, and technology support staff. Each beginning teacher is introduced to a mentor teacher through an “Eagle Pinning” ceremony. The mentor is responsible for working with the beginning teacher throughout the school year. The Reading Coaches assist teachers with lesson plans and model best practices techniques for all teachers.

• School Advisory Council:

Budget:

SAC participated in the decision to purchase Accelerated Reader materials and books, Reading is Fundamental (RIF) books for students, and educational materials for teachers, as requested.

Training:

The SAC recommended the continuation of staff development supporting the goals of the School Improvement Plan (SIP) and the No Child Left Behind’s (NCLB) Adequate Yearly Progress in reading, writing, mathematics, science and advanced academics.

Instructional Materials:

SAC monitored the implementation of the SIP strategies and objectives in order to enhance reading achievement.

Technology:

SAC participated in all aspects of technology utilization and training. SAC recommended the continuation of infusing technology into the classroom and continuation of training in various computer programs such as: Riverdeep, Assess2Learn, Inspiration, Edusoft, FCAT Explorer and Read 180.

Staffing:

SAC endorsed the inclusion of Department Chairpersons and/or other staff members in interviews for open positions as appropriate.

Student Support Services:

The SAC recommended the identification of students needing assistance and their referral to counselors by teachers or by teams. Parents will be notified of student academic difficulties. Counselors conduct “FCAT Chats” with students to show them where their strengths are and what skills need improvement.

School Safety and Discipline:

SAC reviewed the discipline plan and tardy policy and offered suggestions to assist teachers who encounter problems.

Resource Allocation:

SAC endorsed the implementation of the after school tutoring program in the areas of reading, writing, mathematics, and science. Additional funds were used to upgrade the media center’s materials and technology.

Benchmarking:

SAC, in conjunction with the Instructional Improvement Team, developed a calendar of benchmarks of the Sunshine State Standards in reading, mathematics, writing, and science.

• Extended Learning Opportunities

A 21st Century Community Learning grant, in conjunction with the Easter Seals Foundation, was developed to meet the specific needs of the community as a whole. Through this grant, Miami Springs Middle School offers various tutoring programs before and after school for students who need one-to-one assistance with homework, the English language, or to reinforce the skills outlined in the Sunshine State Standards. Students are assigned to tutoring classes based on their needs for improvement in reading and/or mathematics skills.

• School Wide Improvement Model

Miami Springs Middle School has identified the Continuous Improvement Model as the research based school improvement model to be implemented again this year. All language arts, mathematics and science instruction will be based on the process to ensure that quality instruction and learning take place in every classroom. To assist teachers in implementing the Continuous Improvement Model, a calendar of Sunshine State Standards benchmarks was created. By looking at the calendar, teachers know the objectives to be focused on and the time period when these will be taught. In addition, the school has been given two Reading Coaches to assist with data disaggregation. They will prepare the data for each teacher to analyze the strengths and weaknesses of their students. Benchmark assessments using Edusoft technology will be given in reading, mathematics, and science to allow teachers to detect and correct problems early. Tutorial groups will be devoted to the re-teaching of non-mastered target areas. Students who master the benchmarks attend enrichment classes during tutorial time. Administrators will visit classes daily to monitor progress and promote the message that learning is the primary purpose of school. Data Planning sessions are conducted monthly to provide teachers an opportunity to share best practices and track student performance at specific grade levels in designated subject areas.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

An assessment of data reveals that 51 percent of students in grades six, seven, and eight are still reading below grade level. Specifically, students in grade six are most successful with (1) words and phrases, (2) applying reference and research skills and (3) comparison skills. Conversely, they need additional help with (1) main idea and author's purpose. Their greatest areas of reading needs are determining the main idea or essential message in a text, identifying relevant details and facts, patterns or organization, identifying the author's purpose or point of view in a simple text, using information to construct meaning. Students in grade seven are most successful with (1) comparison skills and (2) main idea and author's purpose, yet need additional help with (1) words and phrases and (2) applying reference and research skills. Their greatest areas of reading needs are using a variety of strategies to analyze words and text, draw conclusions, use context clues and word structure clues and recognize organizational patterns, and locating, organizing, and interpreting written information for a variety of purposes, using a variety of reference materials to gather information for research projects, checking the validity and accuracy of research information, and synthesizing and separating collected information into useful components. Students in grade eight are most successful with (1) comparison skills and (2) main idea and author's purpose. However, they need additional help with (1) words and phrases and (2) applying reference and research skills. Their greatest areas of reading needs are using a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns, locating, organizing, and interpreting written information for a variety of purposes, using a variety of reference materials to gather information for research projects, checking the validity and accuracy of research information, and synthesizing and separating collected information into useful

components.

Students in grades six and eight experience the same degree of success in comparison skills (on the average, students perform at 65 percent mastery in this area). Students in grade seven performed the highest in comparison (67 percent mastery in this area). Students in grades seven and eight experienced less success in applying reference and research skills. Their performance in this area reveals the need for additional instruction (students in grade seven performed at 56 percent mastery, while students in grade eight performed at 50 percent mastery). Students in grades six and seven experienced more success in the area of main idea and author’s purpose than students in grade eight (students in grade six performed at 60 percent mastery and students in grade seven performed at 60 percent, while students in grade eight performed at 58 percent mastery). Students in grades six and seven experienced more success in the area of words and phrases than students in grade eight (students in grade six performed at 64 percent mastery and students in grade seven performed at 57 percent mastery, while students in grade eight performed at 50 percent mastery). The assessment uncovered needs that include, but are not limited to, the following: (1) the need for a refresher training on utilizing the question task cards for middle school; (2) the need for an instructional focus that promotes reference and research in the seventh and eighth grades and main idea, author’s purpose, and comparison skills in the sixth grade; (3) the need for an instructional focus calendar across the curriculum that will encourage teachers to utilize the two-hour block to maximize learning and increase student reading achievement: and (4) the need to use benchmark assessments to track the strengths and areas in need of improvement of students in grades six through eight.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 based on the Sunshine State Standards, students in grades 6 through 8 will improve their reading skills as evidenced by 51% scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their reading skills as evidenced by 51% scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient (LEP) students will improve their reading skills as evidenced by 51% scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) students will improve their reading skills as evidenced by 51% scoring at a level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model in all language arts and reading classes.	Administrators	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Maintain reading logs for students in all grade levels documenting fulfillment of the objectives of the District's Comprehensive Research-Based Reading Plan.	Reading Coaches Language Arts Department Chairperson	08/14/06	05/30/07	District-wide literacy plan	\$2000.00
Implement a tutorial program to address the reading deficiencies of students in all grade levels scoring at Levels 1 and 2 on the FCAT Reading.	Easter Seals Coordinator	08/14/06	05/30/07	District-wide literacy plan	\$20000.00
Establish a school wide instructional focus calendar of the reading Sunshine State Standards benchmarks to be implemented weekly in all language arts and reading classes.	Reading Coaches Language Arts Department Chairperson	08/14/06	05/30/07	Continuous Improvement Model	\$1200.00
Schedule all Levels 1 and 2 students into intensive reading or intensive reading plus	Administrators	08/14/06	05/30/07	District-wide literacy plan	\$2000.00

classes that have a core reading program approved by the state and district.					
Administer District interim assessments and on-site benchmark assessments in reading to students in grades six, seven, and eight. Utilize the results to target instruction in the language arts and reading classes.	Reading Coaches Language Arts Department Chairperson	08/14/06	05/30/07	Continuous Improvement Model	\$1000.00

Research-Based Programs

The core reading program includes:
 the state adopted Bridges to Literature
 Great Source Sourcebook and Reading Advantage
 Read 180
 CRISS
 Voyager Passport
 Soar to Success
 Reading Plus

Professional Development

IPEGS
 Small Learning Communities
 Performance Based Assessment
 Differentiated Instruction
 Understanding by Design

Evaluation

The results of on-site developed benchmark assessments on the Sunshine State Standards benchmarks, the MAZE test, and the scores on the 2007 FCAT Reading Test will be used to evaluate this objective. Additionally, the progress of the objective will be monitored in the following ways:

- The Continuous Improvement Model will be monitored through informal classroom visitations by teachers and administrators and through on-going, structured grade level data planning meetings.
- The school's master schedule will demonstrate that all Levels 1 and 2 students are in intensive reading or intensive reading plus classes, while teacher's lesson plans will reflect implementation of a core reading program approved by the state and district.
- The results on the interim assessments and the benchmark tests will be analyzed and calculated using the Edusoft program and will be used to evaluate progress of students through the Continuous Improvement Model process.
- The attendance logs will be used to evaluate the tutorial program developed to address the reading deficiencies of students scoring at Levels 1 and 2 in the FCAT Reading Test.
- Reading logs for all students in grades six through eight will be collected by all language arts teachers at the end of each month.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

An analysis of the Florida A+ Plan data for 2005-2006 FCAT SSS Mathematics indicates that 51 percent of students in grades six, seven, and eight scored at Level 3 or above. The data also indicates that 68 percent of the students in grades six, seven, and eight made learning gains in mathematics. The participation rate on the 2005-2006 FCAT SSS Mathematics Test was 99 percent for all grade levels. An analysis of the Adequate Yearly Progress Plan for the 2005/2006 FCAT SSS Mathematics Test indicates that 45 percent of students in all subgroups were proficient at Level 3 and above, including 63 percent White students, 30 percent of African American students, 45 percent of Hispanic students, 100 percent Asian students, 71 percent Multiracial, 40 percent of Economically Disadvantaged students, 21 percent of Limited English Proficient students, and 10 percent of Students With Disabilities. The participation rate on the 2005-2006 FCAT SSS Mathematics Test was 99 percent for all subgroups. Students in grade six were most successful in Number Sense, in Geometry and Spatial Sense and in Data Analysis and Probability. Grade six students need more assistance in the areas of Measurement and Algebraic Thinking. Students in grade seven were most successful in the areas of in Number Sense and in Geometry and Spatial Sense. Grade seven students need more assistance in the areas of Algebraic Thinking, Measurement, and in Data Analysis and Probability. Students in grade eight were most successful in the areas of Number Sense and in Data Analysis and Probability. Grade eight students need more assistance in the areas of Algebraic Thinking, Geometry and Spatial Sense, and in Measurement.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

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Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) will improve their mathematics skills as evidenced by 56% scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students in all grade levels who scored at Level 1 or Level 2 on the FCAT Mathematics 2005 subtest and implement before/during/after school tutorial programs to address the mathematical deficiencies of these students.	Administrators	08/14/06	05/30/07	Continuous Improvement Model	\$20000.00
Implement the Continuous Improvement Model throughout the year in the form of frequent benchmark assessments for all mathematics students and utilize the results to identify student deficiencies and target classroom instruction.	Administrators	08/14/06	05/30/07	Continuous Improvement Model	\$2000.00
Administer the District's interim assessments in Mathematics to all mathematics students and utilize the results to identify student	Department Chairperson	10/01/06	01/31/07	District Strategic Plan	\$2000.00

deficiencies and target classroom instruction.					
Establish a grade-level Instructional Focus Calendar of the Mathematics Sunshine State Standards to be implemented in all mathematics classes.	Department Chairperson	08/14/06	05/30/07	Continuous Improvement Model	\$900.00
Utilize state adopted research-based mathematics textbooks.	Department Chairperson	08/14/06	05/30/07	District Strategic Plan	\$40000.00
Implement Understanding by Design template in designing math units for students. Incorporate differentiated instruction into teachers' lesson plans and use performance based assessments in assessing students.	Department Chairperson	09/01/06	05/30/07	Continuous Improvement Model	\$900.00

Research-Based Programs

Holt Mathematics: Middle School Math Series

CRISS

Professional Development

IPEGS

Small Learning Communities

Performance-Based Assessment

Differentiated Instruction

Understanding by Design

Evaluation

The progress of the objective will be monitored and assessed through District Interim Assessments, teacher-made benchmark assessments throughout the year and the administration of the 2007 Mathematics Florida Comprehensive Assessment Test. Additionally, the progress of the objective will be monitored in the following ways:

- The benchmark assessment will be monitored by informal classroom observations by teachers and administrators, Edusoft reports of student progress, and frequent Data Planning Meetings with classroom teachers and administrators.
- The results of the District Interim Assessments will be used to evaluate the progress of students through the Continuous Improvement Model.
- The attendance logs will be used to evaluate participation in the tutorial program, which has been developed to address the deficiencies of the students scoring at Level 1 and Level 2 on the 2006 FCAT Mathematics test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

Needs Assessment

Results of the 2006 FCAT Writing Test indicate that 92 percent of our eighth grade students scored an average of 3.5 and above to meet the state required mastery level. This indicates that a vast majority of our students met high standards. However, there is a need for eight percent of students to become proficient in writing. Additionally, the 2006 FCAT Writing results indicate an increase in both Expository and Persuasive writing. White students increased to 97 percent scoring at mastery level; African American students increased to 89 percent scoring at mastery level; Hispanic students increased to 92 percent scoring at mastery level; Asian students increased to 100 percent scoring at mastery level; Multiracial students increased to 100 percent scoring at mastery level; Economically Disadvantaged students increased to 90 percent scoring at mastery level; Limited English Proficient students increased in writing scores resulting in 71 percent scoring at mastery level; and Students with Disabilities increased to 82 percent scoring at mastery level. Despite these excellent results, there is a need to continue with intensive writing instruction focusing on elaboration skills (word choice), sentence structure, and mechanics at all grade levels.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement Performance-Based Assessments throughout school year.	Department Chairperson	08/14/06	05/30/07	District-wide literacy plan	\$1000.00
Identify students in grades six through eight who scored a 1 or 2 on the writing pretest and provide additional practice in the targeted benchmarks.	Department Chairperson	08/14/06	05/30/06	Continuous Improvement Model	\$10000.00
Implement writing activities correlated to specific competencies including short and extended responses, essays, journals, short stories, summaries, research papers.	Department Chairperson	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Incorporate Write Traits strategies that address writing at all levels as indicated in teacher lesson plans.	Department Chairperson	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Continue to maintain writing portfolios of student products based on the FCAT writing strategies to assist teachers and students in assessing writing progress.	Department Chairperson	08/14/06	05/30/07	District-wide literacy plan	\$300.00

Research-Based Programs

Write Traits (Six Traits Model)

Professional Development

IPEGS

Small Learning Communities

Performance-Based Assessment

Differentiated Instruction

Understanding By Design

Evaluation

The progress of the objective will be monitored and assessed through Interim District Assessments, teacher-made on-going assessments, student writing portfolios throughout the year and the administration of the 2007 FCAT Writing Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of students.

Needs Assessment

The results of the 2006 Florida Comprehensive Assessment Test (FCAT) in science indicate a mean score of 273. A comparison of the 2005 FCAT science results indicates that the students increased in the Earth and Space and Life and Environmental clusters. However, an analysis of the remaining clusters reveals a decrease in the Physical and Chemical, and Scientific Thinking cluster did not show growth. Based on this data, the eighth grade students at Miami Springs Middle School need to increase their science skills in each of these areas.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer benchmark assessments in grades six through eight, and utilize the data to target instruction in science classes.	Department Chairperson	08/14/06	05/30/07	Continuous Improvement Model	\$2000.00
Establish a school wide Instructional Focus Calendar of the Science Sunshine State Standards benchmarks to be implemented in all science classes.	Department Chairperson	08/14/06	05/30/07	Continuous Improvement Model	\$1200.00
Maintain a journal in all science classes and use the CRISS strategies to improve achievement in science.	Department Chairperson	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Conduct a school wide science fair that emphasizes the use of proper scientific technique.	Department Chairperson	08/14/06	05/30/07	District Strategic Plan	\$200.00
Implement Understanding by Design template in designing science units for students. Incorporate differentiated instruction into teachers' lesson plans and use performance based assessments in assessing students.	Department Chairperson	08/14/06	05/30/07	Continuous Improvement Model	\$10000.00
Facilitate investigative studies at the Miami Museum of Science and Planetarium to increase students' exposure to high interest lab activities.	Lead Teacher Miami Museum of Science	08/14/06	05/30/07	Community Partnerships	\$50000.00

Research-Based Programs

Glencoe Science Florida Science Grades 6, 7, 8
 Holt Florida Earth Science
 Prentice Hall Biology

Professional Development

IPEGS

Small Learning Communities

Performance-Based Assessment

Differentiated Instruction

Understanding by Design

Evaluation

The progress of the objective will be monitored and assessed through teacher constructed benchmark assessments and the administration of the 2007 Science Florida Comprehensive Assessment Test. In addition, departmental midterm and final exams aligned with the Sunshine State Standards will be used to evaluate students' progress.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

During the 2005-2006 school year, parental involvement fluctuated. The average student enrollment at Miami Springs Middle School was 1700. Parental attendance at parent conferences and school wide monthly events ranged from 723 parents attending Open House to a low of 12 parents who attended a monthly parent meeting. This is equivalent to 42 percent of the total enrollment whose parents attended at least one school event.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the attendance logs for school events from the 2005-2006 and 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the MetLife Bridge Builders grant which incorporates a Saturday Parent Orientation for sixth grade students.	Administrator	09/30/06	04/30/07	Transition and Articulation Programs	\$5000.00
Plan and deliver monthly Title I parent workshops in English and Spanish with the assistance of the Community Involvement Specialist.	Community Involvement Specialist Student Services Department Chairperson	08/14/06	05/30/07	Transition and Articulation Programs	\$3000.00
Advertise all activities through the publication of the monthly parent newsletter.	Community Involvement Specialist	08/14/06	05/30/07	Transition and Articulation Programs	\$1000.00
Invite parents to attend the annual "Reading Under the Stars" and Poetry Day activities.	Reading Coaches	03/01/07	03/31/07	District-wide literacy plan	\$500.00
Call students' homes using the Connect Ed system to encourage attendance, build enthusiasm, and create a tone of personal invitation.	Administrator	08/14/06	05/30/07	District Strategic Plan	\$1800.00

Research-Based Programs

Not Applicable

Professional Development

Parent Academy

Evaluation

The objective for parental involvement will be measured and assessed by comparing the number of parents who attended school events during the 2005-2006 school year with the 2006-2007 school year. In addition, the objective will be monitored by:

Copies of monthly newsletters sent to parents

Attendance rosters for "Reading Under the Stars"

Copies of flyers sent to parents in English and Spanish

Telephone Contact Logs maintained by the Community Involvement Specialist

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The school will provide a safe and disciplined environment for all students.

Needs Assessment

Our most current data on suspensions indicate that in 2005-2006 Miami Springs Middle School had 298 outdoor suspensions. It is a district objective to decrease the number of suspensions in order to increase student learning time.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five 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		
Instruct students in the consequences of inappropriate school behavior through classroom presentations	Student Services Department Chairperson	08/08/05	05/24/06	Transition and Articulation Programs	\$0.00
Refer students to counseling in lieu of outdoor suspensions.	Administrators	08/08/05	05/24/06	Mentoring Opportunities	\$0.00
Refer students to counseling in lieu of outdoor suspensions.	Administrators	08/14/06	05/30/07	Mentoring Opportunities	\$2500.00
Familiarize students with the Code of Student Conduct.	Social Studies Department Chairperson	08/14/06	08/31/06	District Strategic Plan	\$1500.00
Instruct students in appropriate school behavior through classroom presentations	Student Services Department Chairperson	08/14/06	05/30/07	Transition and Articulation Programs	\$0.00
Motivate and reward students with Eagle Scholar points for academic achievement and appropriate behavior.	Career Specialist	08/14/06	05/30/07	Mentoring Opportunities	\$500.00

Research-Based Programs

Assertive Discipline Program

Professional Development

Code of Student Conduct

Small Learning Communities

Evaluation

The objective will be evaluated by comparing the number of suspensions in the 2006-2007 school year to the number of suspensions in the 2005-2006 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

At Miami Springs Middle School grades have traditionally been reported to students and their parents at the end of the grading period. Due to the district's emphasis on high academic standards and student achievement, there is a need for all concerned to effectively monitor pupil progression through the use of the District's electronic grade book.

Measurable Objective

Given instruction and support from the Information Technology Services Department of Miami-Dade County Public Schools, teachers will utilize electronic grade reporting as evidenced by 100 percent of teachers implementing the electronic grade book as documented by the end of the year grade reporting.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide follow-up training for teachers on the use of the electronic grade book.	Grade Book Manager	08/14/06	05/30/07	District Strategic Plan	\$500.00
Create an individualized personal training CD for each new teacher.	Technology Coordinator	10/01/06	10/31/06	District Strategic Plan	\$100.00
Provide ongoing support for instructional staff.	Technology Coordinator	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

On-site Electronic Gradebook follow-up training

Evaluation

This objective will be evaluated through the electronic grade reporting made available by the Information Technology Services Department.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

According to the FITNESSGRAM Test, 50% of the students who took Physical Education at Miami Springs Middle School met the minimum health level of fitness during the 2005-2006 school year. When the skin-fold caliper test was administered, 60 percent of the students tested did not meet the acceptable level of fitness required to maintain a healthy lifestyle and reduce preventable diseases. When the push-up test was administered, 50 percent of the students tested did not meet the acceptable level of fitness required to maintain a healthy lifestyle and reduce preventable disease. When the curl-up test was administered, 50 percent of the students tested did not meet the acceptable level of fitness required to maintain a healthy lifestyle and reduce preventable diseases. When the mile run test was administered, 40 percent of the students tested did not meet the acceptable level of fitness required to maintain a healthy lifestyle and reduce preventable diseases.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards 55 percent of the students who take Physical Education at Miami Springs Middle School will meet an acceptable level of fitness required to maintain a healthy lifestyle based on the FITNESSGRAM test program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer the FITNESSGRAM pre-and post tests.	Physical Education Department Chairperson	09/01/06	04/30/07	Continuous Improvement Model	\$0.00
Analyze the pre-test and give each student a personalized prescription containing diet and exercise activities.	Physical Education Department Chairperson	08/14/06	05/30/07	Continuous Improvement Model	\$300.00
Conduct 30 minutes of instructional exercises focusing on improving every student's overall fitness level.	Physical Education Department Chairperson	08/14/06	05/30/07	Continuous Improvement Model	\$0.00
Create and maintain an exercise log for each student.	Physical Education Department Chairperson	09/01/06	05/30/07	Continuous Improvement Model	\$300.00
Create a fitness contract for each student.	Physical Education Department Chairperson	09/01/06	04/30/07	Continuous Improvement Model	\$200.00

Research-Based Programs

The FITNESSGRAM test program by Cooper Institute for Aerobics Research

Professional Development

FITNESSGRAM test administration kit training

Evaluation

Students enrolled in physical education at Miami Springs Middle School will be administered a Pre- and Post-Test of the FITNESSGRAM test program. All physical education teachers will have access to the accompanying software, which will facilitate the individualized prescription report process in an effort to target desired results for both the students and the program.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Current practices hold that Fine Arts classes are available only to students scoring a three or above on the Florida Comprehensive Assessment Test.

Measurable Objective

Given emphasis on the benefits of participating in the Fine Arts programs the number of performances presented by students will increase by 10 percent during the 2006 – 2007 school year as compared to the 2005 – 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use the Fine Arts Department to recruit and select eligible students for the advanced fine arts classes.	Fine Arts Department Chairperson	08/14/06	05/30/07	Expanding arts opportunities	\$0.00
Enroll students in the after school fine arts enrichment programs.	Fine Arts Department Chairperson	08/14/06	05/30/07	Expanding arts opportunities	\$5000.00
Recommend specific students to be placed in the advanced fine arts programs.	Fine Arts Department Chairperson	08/14/06	05/30/07	Expanding arts opportunities	\$0.00
Analyze test scores to ensure that all students who meet the criteria are given the opportunity to participate in the fine arts programs.	Administrators	08/14/06	05/30/07	Expanding arts opportunities	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Participation in District sponsored inservice or mastery classes provided by the University of Miami Department of Music and Musical Theatre and the Greater Miami Opera Guild, and participation in the Division of Life Skills Arts For Learning Programs.

Evaluation

This objective will be evaluated by comparing the number of performances given by the fine arts department during the 2006-2007 school year with the number of performances given by the fine arts department during the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Miami Springs Middle School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Miami Springs Middle School ranked at the 63rd percentile on the State of Florida ROI index.

Measurable Objective

Miami Springs Middle School will improve its ranking on the State of Florida ROI index publication from the 70th percentile in 2005 to the 71st percentile on the state of Florida ROI index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrators	08/14/06	05/30/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	08/14/06	05/30/07	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies	Administrators	08/14/06	05/30/07	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Miami Springs Middle School will show progress toward reading the 71st percentile.

EESAC Compliance

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

Budget:

EESAC participated in the decision to purchase Accelerated Reader materials and books, Reading is Fundamental (RIF) books for students, and educational materials for teachers, as requested.

Training:

The EESAC recommended the continuation of the staff development supporting the goals of the School Improvement Plan (SIP) and the No Child Left Behind's (NCLB) Adequate Yearly Progress in reading, writing, mathematics, science and advanced academics.

Instructional Materials:

EESAC monitored the implementation of the SIP strategies and objectives. To enhance reading achievement, classroom libraries are continuously updated.

Technology:

EESAC participated in all aspects of technology utilization and training. EESAC recommended the continuation of infusing technology into the classroom and continuation of training in various computer programs such as: Riverdeep, Reading Plus, Edusoft, FCAT Explorer and Read 180.

Staffing:

EESAC endorsed the inclusion of Department Chairpersons and/or other staff members in interviews for open positions as appropriate.

Student Support Services:

The EESAC recommended the identification of students needing assistance and their referral to counselors by teachers or by teams. Parents will be notified of student academic difficulties. Counselors conduct "FCAT Chats" with students to show them where their strengths are and what skills need improvement.

Other Matters of Resource Allocation:

EESAC endorsed the implementation of the after school tutoring program in the areas of reading, writing, mathematics, and science. Additional funds were used to upgrade the media center's materials and technology.

Benchmarking:

EESAC,, in conjunction with the Instructional Improvement Team, developed a calendar of benchmarks of the Sunshine State Standards in reading, mathematics, writing, and science.

School Safety & Discipline:

EESAC reviewed the discipline plan and tardy policy and offered suggestions to assist teachers who encounter problems.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$26,200.00
Goal 2: Mathematics	\$65,800.00
Goal 3: Writing	\$11,300.00
Goal 4: Science	\$63,400.00
Goal 5: Parental Involvement	\$11,300.00
Goal 6: Discipline & Safety	\$4,500.00
Goal 7: Technology	\$600.00
Goal 8: Health & Physical Fitness	\$800.00
Goal 9: Electives & Special Areas	\$5,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$188,900.00

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