
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6741 - Ponce de Leon Middle School

FeederPattern: Coral Gables Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Anna Rodriguez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Ponce de Leon Middle School

Ponce de Leon Middle School (PDLMS) functions as secondary public school entity of Miami-Dade County Public Schools and exists to facilitate the academic, social, and individual development of its primary customers, hereto referred to as students. The school is comprised of a full-time gifted program, a special unit dedicated to offering services to the severely emotionally handicapped, and a comprehensive, bilingual curriculum content program for limited English proficient students.

During March of the 2006 – 2007 school year, PDLMS will have their final visitation and review to receive full accreditation by the International Baccalaureate Middle Years Programme. In the 2005-2006 school year, PDLMS achieved candidate status as accredited by the International Baccalaureate Middle Years Programme Organization. In addition, in the 2005 – 2006 school year, PDLMS commenced an International Studies Program. The International Studies program is a collaborative effort between the consulates of Spain, France, and Italy, the Office for Bilingual Education of Miami-Dade County Public Schools, and PDLMS. In 2005, our International Education magnet program was awarded the prestigious Magnet Schools of America “Magnet School of Distinction” award. The school also benefits from a renowned, self-contained gifted program, servicing gifted students both within and beyond our school boundaries. PDLMS continues to have Professional Development School designation with the University of Miami, utilizing emerging technologies with the cumulative ability and interest in technology shared by all teachers.

The Educational Excellence Student Advisory Council (EESAC), in conjunction with the PDLMS senior leadership, faculty, and staff, has reviewed the needs of the school. Together they have developed the following in accordance with and in order to meet federal, state, and district requirements:

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students grade six through eight will improve their reading skills as evidenced by a 25 percentage point increase of students scoring at Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by a 38 percentage point increase of students scoring at Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient Students will improve their reading skills as evidenced by a 30 percentage point increase of students scoring at Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

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

Given instruction using the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by a 32 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by a 44 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students will increase their mathematics skills as evidenced by a 10 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics skills as evidenced by a 20 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the administration of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase of one percent of students reaching the State required mastery level of 4.0 or higher on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards (SSS), students in grade eight will increase their science process skills as evidenced by earning a 25 percentage point increase to exceed the average of 35 percent of the students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science Test.

Given the assistance of Informed Families and the Community Involvement Specialist, parent attendance at parent events will increase from 14 percent in the 2005-2006 school year to 19 percent in the 2006-2007 school year.

Given the implementation of the school-wide conflict resolution program, students in grades six through eight will utilize positive conflict resolution strategies as evidenced by a 10 percent decrease in the number of suspensions, from 773 in the 2005-2006 school year to 697 for the 2006-2007 school year.

Given the use of effective technology integration, at least 75 percent of eighth grade students will create a technology rich interdisciplinary project that reflects mastery of the six broad categories: basic operations and concepts, social, ethical and human issues, technology problem-solving and decision-making tools.

Given instruction using the Sunshine State Standards in Physical Fitness, students in grades six and seven will pass the Physical Fitness Test (FITNESSGRAM), as evidenced by a five percentage point increase in the numbers of students achieving this goal in the 2006-2007 school year to 58 percent when compared to

the 2005-2006 school year at 53 percent.

The number of students enrolled in technology, fine arts, and other elective classes will increase by 10%, from 845 to 929 students as evidenced by data derived from the 2005-2006 school year.

Ponce de Leon Middle School will improve its ranking on the State of Florida ROI index publication from the 69th percentile in the 2004-2005 school year to the 70th percentile on the next publication of the index.

According to the Organizational Performance Improvement Snapshot Assessment Survey, certain areas of growth have been identified by faculty and staff at PDLMS. Seventy seven percent of the faculty and staff responded, and two areas of great need have been identified. According to category 7e, only 49 percent of those surveyed feel that the organization removes things that get in the way of progress. Another major area for improvement is category 5d. Only 52 percent of the faculty believe they are recognized for the work they do.

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.

Ponce de Leon Middle School

VISION

Ponce de Leon Middle School will be an "A" school which meets stakeholders' expectations by providing all students with a strong academic foundation, a sound moral character, and the requisite skills, including the use of technology, to meet the Sunshine State Standards and become successful citizens within our learning community. Ponce de Leon Middle School holds the following beliefs as the motivation for all endeavors undertaken by the school: we are dedicated to quality - quality of service, quality of relationships, and quality of communications; we believe that we should be, for all who are involved, a place of realized potential and a safe-learning community for all; and we believe that our responsibility is to our students, to our employees, and to the community and the society that we serve.

MISSION

It is the mission of Ponce de Leon Middle School to provide its students with a safe, academically challenging, and culturally diverse learning environment which fosters the development of a strong character and intellect. It is our goal to assist students in reaching their maximum potential and to grow into responsible, skilled, and productive 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.

School Demographics

Ponce de Leon Middle School is a magnet school of choice, has earned Candidate Status with the International Baccalaureate Organisation (IBMYP), and is a designated Title I school. PDLMS provides basic educational services based on the Sunshine State Standards to students in grades six through eight. The school is also comprised of a full-time gifted program, a special unit dedicated to offering services to emotionally handicapped and severely emotionally disturbed students through the Bertha Abbess program, and a comprehensive bilingual curriculum content program for Limited English Proficient (LEP) students. The instructional program follows the Competency-Based Curriculum (CBC) and ranges from remedial to high school credit courses. As an International Education (IE) magnet school, the study of one of three modern languages is a requirement for all standard curriculum students. PDLMS has also implemented the International Studies (IS) program in the following three languages: Spanish, Italian, and French. The school offers a comprehensive vocational technology program and emphasizes computer-assisted learning by offering Internet accessibility in every classroom in addition to offering a school-wide access 30-station computer laboratory located on campus. Instruction is provided in traditional classroom settings and is enhanced through computer-based applications. School-to-home connections are fostered through access to teacher email addresses, parent/teacher conferences, Pinnacle Parent Viewer (on-line Gradebook), and/or websites as well as monthly newsletters.

Ponce de Leon Middle School employs a total of 121 full-time staff members and nine part-time staff members. Of this group, four are administrators, 79 are classroom teachers, five are guidance personnel, nine are clerical employees, 10 are custodians, six are security monitors, nine are cafeteria workers, three are paraprofessionals, one is a library media specialist, one is a reading coach, one is a magnet lead teacher, and two are computer specialists. The teaching staff includes 12 percent new to the school and 91 percent are considered highly qualified according to No Child Left Behind (NCLB). Two teachers are Nationally Board certified. The school staff ethnic ratios are as follows: 22 percent White non-Hispanic, 31 percent Black non-Hispanic, 44 percent Hispanic, and 3 percent Asian.

Ponce de Leon Middle School serves 1,217 students from the surrounding neighborhood as well as beyond its boundaries for students enrolled in the International Education/International Studies magnet program. The student population includes standard curriculum students (73 percent), ESE non-gifted students (14 percent), gifted students (13 percent), Limited English Proficiency (LEP) students (9 percent), and economically disadvantaged students (73 percent). The ESE population can be further broken down as follows: 163 gifted, 114 specific learning disabled, 24 emotionally handicapped, 10 severely emotionally disturbed, 6 educable mentally handicapped, 1 hearing impaired, 1 autistic, and 10 other health impaired students. The declared ethnic/racial makeup of the student population is 72 percent Hispanic, 16 percent African American, 9 percent White, and 2 percent Asian/Indian/Multiracial. Twenty-one students (2 percent) are attending PDLMS on a transfer. Seven hundred seventy (63 percent) students are transported by Miami-Dade County Public Schools busses. The annual student attendance percentage for the 2005-06 school year was 94.14 percent. Recognizing the unique needs of these key student groups, the school provides a full-time self-contained gifted program, a Bilingual Curriculum Content (BCC) program for LEP students of two years or less in the country, and an inclusion program for selected exceptional education students.

In the 2006-2007 school year, enrollment at PDLMS has decreased by nine percent. The decrease is attributable to a variety of factors. The enrollment is affected by competition from nearby private and charter schools coupled with budgetary constraints district-wide.

Ponce de Leon Middle School has identified several issues concerning challenges in learning. Among these are that PDLMS students are highly mobile and frequently miss days of school. In fact, the school daily attendance rate for the 2005-2006 school year was 94.14 percent, ranking PDLMS 29th among all M-DCPS middle schools. PDLMS has identified parental participation as an area of growth. It has been determined that 73 percent of the students are economically disadvantaged. Consequently, PDLMS qualifies for the Title I program for the 2006-2007 school year. Despite all of the challenges PDLMS students face, the students

and the teachers committed to success and it has earned the distinction of being graded as an “A” school by the Florida Department of Education.

School Foundation

Leadership:

The Ponce de Leon Middle School senior leadership team consists of a Principal, three Assistant Principals, one Magnet Lead Teacher, one Reading Coach, 11 Department Chairpersons, 10 Team Leaders, an EESAC, and a PTSA. According to the Organizational Performance Improvement Snapshot Assessment Survey (OPIS), leadership is one of PDLMS's strengths, since it ranked second highest by category average. Forty one percent of the faculty strongly agrees that they know the organization's mission. Thirty eight percent of the faculty strongly agrees that the leadership encourages professional development. Incorporating faculty input into overall decision-making is an area of growth because this area only received an average score of 3.8.

District Strategic Planning Alignment:

Faculty and staff members are viewed as leaders within the school and are involved in grade level, departmental, and management groups that work collaboratively to build consensus through effective communication and sharing mechanisms. Even though PDLMS sees each person as a specialist in his/her area with unique insights and contributions to the consensus building process, the survey reveals that this is our greatest opportunity for improvement. According to the OPIS, at least 42 percent of the faculty feels that the organization needs to seek more input from them. Since this is almost half of the faculty, PDLMS needs to further self assess in order to find methods to make a majority, if not all, teachers feel as if their input is solicited and utilized. PDLMS is implementing Professional Learning Communities throughout the school. PDLMS faculty will be afforded the opportunity to recommend professional development needs and volunteer to conduct mini-workshops.

At Ponce de Leon Middle School, department chairs continually assess training needs within departments and in turn with the principal and assistant principal. Following the end of the school cycle, the administration and department chairs solicit feedback regarding various training sessions. Subsequent future professional development is modified pursuant to the results of the feedback obtained. Nonetheless, PDLMS must find more ways to build consensus.

Stakeholder Engagement:

Stakeholder Engagement produced an average score of 4.3. PDLMS faculty and staff members know who the most important customers are, they keep in touch with customers, and they are allowed to partake in the decision-making process to solve customer problems. The staff is satisfied with their relationship to their customers, believing that they have the information they need to make informed decisions to solve problems involving their work. 36 percent of the PDLMS faculty and staff members neither agreed or disagreed that they are asked if they are satisfied or dissatisfied with what happens at school.

Faculty & Staff:

Ponce de Leon Middle School adheres to the policies and procedures set forth by the District's PACES Manual. At the onset of the school year, beginning teachers are identified and scheduled to participate in a four-day district orientation regarding Miami-Dade County Public Schools' policies and procedures.

According to the survey, the faculty and staff give PDLMS an average score, 3.8, in human resources. More than half of the faculty and staff do feel that they have a safe working environment. They feel satisfied that they can make changes that will improve their working environment. Nonetheless, the survey also reveals that they would like to be recognized for their work. PDLMS will seek to find ways to recognize and acknowledge the faculty and

staff for their work.

Data/Information/Knowledge Management:

Faculty and staff members are viewed as instructional leaders within the school and are involved in grade level, departmental, and management groups that work collaboratively to build consensus through effective communication. Results of the OPIS indicate that faculty and staff members strongly agree that pertinent information and student data are organized, disseminated, and utilized within the school in an expeditious manner. Information and data are shared with faculty members through several venues, such as faculty meetings, team meetings, department meetings, designated early release days, and during professional development opportunities. Faculty members are strongly encouraged to utilize this information in lesson planning for differentiated instruction and small group settings. Students are grouped according to content cluster analysis acquired from Student Performance Indicators (SPI) and COGNOS. Twenty nine percent of the PDLMS staff indicated that they are not updated on how the work location is doing.

Education Design:

Ponce de Leon Middle School offers a variety of supplemental reading services to students during the day, after school, and on Saturdays. All students scoring Level I or Level II based on the reading portion of the 2006 FCAT results are placed in a remedial reading elective. University of Miami law students volunteer on Tuesday and Thursday afternoons from 3:45 – 5:00 pm to tutor Level I and Level II students in reading. Students will be given a pre and post test to monitor progress. In addition, the 2007 FCAT Reading Test results will be utilized to monitor student progress. All students scoring Level I are placed in a remedial intensive mathematics elective. Additionally, a mathematics tutoring program is offered on Monday through Thursday through the mathematics department. Students in National Junior Honor Society volunteer after school on Tuesday and Thursday to tutor low Level II students in mathematics. The University of Miami sponsors the Fifth Dimension Program to provide tutoring on Mondays and Wednesday afternoons from 3:45 – 5:00 pm for students scoring within the lowest 25th percentile in reading and mathematics on the 2006 FCAT administration. Students will be given a pre and post test to monitor progress. In addition, the 2007 FCAT Mathematics Test results will be utilized to monitor student progress.

Ponce de Leon Middle School provides tutoring for LEP students on Monday through Thursday from 3:45 - 5:00 in the areas of reading, mathematics, and science. Students will be given a pre and post test to monitor progress. In addition, the 2007 FCAT Test results will be utilized to monitor student progress.

Ponce de Leon Middle School is also implementing a Saturday Academy from October to May to instruct all students in the areas of reading, writing, and mathematics. Another program that Ponce de Leon Middle School is proud to offer is the After School All Stars. Students are offered home learning assistance, tutoring, drama instruction, a recreational fitness program, and technology through Classworks on the computer.

Ponce de Leon Middle School has been implementing the Eight-Step Continuous Improvement Model. Our school uses the students' FCAT test scores and additional academic data sources to identify instructional groups. Teachers develop an instructional focus calendar that encompasses all objective areas and time allocations based on the needs of the student groups. Using the calendar, teachers deliver the instructional focus lessons. After the instructional focus lessons have been taught, the school will administer quarterly assessments to identify mastery and non-mastery students. Tutorials are provided to reteach non-mastered target areas along with enrichment opportunities for students to achieve mastery. Materials are also provided for ongoing maintenance and re-teaching. The principal and

assistant principals assume the role of instructional leaders and are continuously monitor the teaching and learning process. The model is based on Best Practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups, and supports data-driven decision making and differentiated instruction. PDLMS faculty strongly agrees that they know how to measure the quality of their work and then how to review for necessary changes. The area of needed improvement identified is circulating information on the well being of the school.

Ponce de Leon Middle School actively encourages faculty to identify students who may be eligible for either advanced or gifted classes. Once a gifted recommendation has been made, the school psychologist evaluates the student for eligibility. If the student is determined to be eligible for gifted, the staffing specialist meets with the parents and teachers in order to identify the best placement for achieving the identified gifted goals and objectives.

Ponce de Leon Middle School provides students a complete program in either an advanced track or full-time gifted program. In 2006/2007 academic year students are able to register for either advanced classes or, if eligible, gifted classes in science, mathematics, language arts, and social studies. In the 2006/2007 academic year, 163 students are enrolled in the gifted program and 434 in advanced classes. Ponce de Leon Middle School also provides opportunities for advanced students to obtain high school credits. The following courses are offered at PDLMS for high school credit: Earth and Space Science, Algebra I, Geometry, Spanish I, Spanish II, Spanish Language Literature for International Studies I, Spanish Language Literature for International Studies II, Spanish for Spanish Speakers I, Spanish for Spanish Speakers II, Italian I, French I, French II, French Language and Literature for International Studies I, and French Language and Literature for International Studies II.

Performance Results:

According to the Organization Performance Improvement Snapshot Assessment, PDLMS is doing well. However, there is always room for improvement and the survey helps to focus our attention to special needs areas. The survey indicates that Process Management and Strategic Planning are the two areas that are in need of greatest development.

In Process Management, PDLMS only scored at 3.8, overall. In response to the statement, "We have good processes for doing our work," PDLMS only scored at 3.9. Also, in "I can get all of the resources I need to do my job" PDLMS only scored at 3.6.

Strategic Planning is the greatest area for improvement. PDLMS only scored a 3.8. In the area entitled, "As it plans for the future, my organization asks for my ideas," PDLMS only scored at 3.6. In this area, 30 percent neither agreed or disagreed that their ideas are being solicited in terms of planning for the future. Also, PDLMS only scored a 3.9 in "I know the parts of my organization's plans that will affect me and my work." Therefore, there needs to be greater interdepartmental communication and interdisciplinary communication in order to effectively convey individual responsibilities and expectations.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

The processes of recruiting, hiring, and retaining employees are controlled both inside and outside of the school. PDLMS's partnership with The University of Miami College of Education, as well as networking within the District, creates relationships which help with the recruitment process. Once teachers are deemed eligible for hire by the school district, they are then interviewed at the school site by the department chairperson, the assistant principal for curriculum, and the principal. An attempt is made to hire teachers with an interest in becoming involved in school activities to meet the varying needs of the school. Candidates who meet the specifications of the open position are recommended to the principal by the District and others. The principal along with the department chair and assistant principal interview the top three candidates for the position. After the interviews, they discuss the candidates and rank them as to order of preference in hiring. Finally, PDLMS encourages professional growth among its employees and maintains an open attitude to exploring new opportunities within its own system, new teachers take part in a beginning teacher program designed to provide necessary support for successful teaching experiences, and longevity of employment is honored.

The average teacher at PDLMS has been at the school between 5 to 10 years. The administration acknowledges longevity by recognizing their service at fifth, 10th, and 15th year anniversaries. The administration provides teachers with several outlets for recognition including the teacher of the month, awards given at the end of the year luncheon for specialized services, announcements at faculty meetings, and other appropriate tokens of appreciation. Outside of PDLMS, some benefits include, but are not limited to, Teacher of the Year Award, the Paraprofessional of the Year Award, the Clerical of the Year, and the Principal and Assistant Principal of the Year Award. Aside from special recognition, the PDLMS provides professional performance feedback through a Professional Assessment and Comprehensive Evaluation System (PACES), a formal evaluation system. This system assesses all faculty members on a yearly basis and motivates them to engage in continuous self-evaluation to improve student performance and capability. Department chairs are made to feel like part of a team by the administrative and leadership teams through support and positive reinforcement. Teachers are given the opportunities to volunteer for additional responsibilities to enhance their career or personal development. For example, teachers are encouraged to assist the administrators with day-to-day and long-range administrative duties relating to school performance, student attendance and discipline, curriculum, and community relations. Thus teachers may broaden their expertise at their discretion.

PDLMS leaders monitor employee satisfaction and motivation through personal interactions and comprehensive surveying. This two fold picture offers a more accurate assessment of employee satisfaction, as well as the foundation to formulate strategies and action plans to improve employee well being. To this end, employees meet monthly within their departments and at after school faculty meetings. PDLMS also operates under an open door policy that allows individuals the opportunity to meet privately with administrators and department chairs. The United Teachers of Dade (UTD) offers another outlet that helps the school determine employee satisfaction. The union steward is available to discuss employee issues and, if necessary, to operate as a bargaining agent. Additionally, PDLMS relies on statistical data gathered from the School Climate Survey, a formal questionnaire, to determine factors that affect faculty and staff satisfaction. This survey identifies areas of strength and weakness providing insight into specific issues that may interfere with employee satisfaction and resulting performance.

• Highly Qualified, Certified Administrators:

Anna Rodriguez – Principal

Anna Rodriguez became the principal of Ponce de Leon Middle School on July 13, 2006. Ms. Rodriguez brings 13 years of educational experiences to the Ponce family. Ms. Rodriguez began her teaching career at Carver Community Middle School in Delray Beach, Florida, where she taught US History and Florida Studies in an inclusion program. During her experience at Carver Middle, Ms. Rodriguez sponsored a myriad of organizations such as student council, builders' club, Students Against Drunk Driving (SADD), and coached a regional and District Championship Boys' Varsity Volleyball Team. In 1996, she was hired to teach in the Student At Risk Program (SARP) at John F. Kennedy (JFK) Middle School in North Miami Beach, Florida. In 1999, she became a student dean, and she remained in that capacity for the next year. In 2000, she ascended to the position of assistant principal for curriculum. Ms. Rodriguez's tireless analysis of data and leadership in curricular development proved her to be an instrumental role in the school's yearly increase in student achievement. In 2005, she joined the administrative team at Dr. Michael M. Krop Senior High School in Miami, Florida. At Krop Sr., Ms. Rodriguez oversaw the science, mathematics, and performing arts magnet curricular programs, along with 11th grade discipline. In 2004 and again in 2006, she was selected as the Assistant Principal of the Year for Regional Center 2. She also chaired the Regional Center 2 Assistant Principal Steering Committee, served as Recording Secretary for the District Assistant Principal Steering Committee, and currently sits on the Miami Teaching Fellows selection panel. Ms. Rodriguez holds a bachelor of arts degree in history and Latin American Studies from the University of Miami, and a Master of Science degree in Leadership from Florida International University.

Jacqua Pendergrass – Assistant Principal

Jacqua Pendergrass started at PDLMS in April 2006. She is the Assistant Principal for Curriculum. Ms. Pendergrass has a Bachelors and Masters in Business Administration and a Specialist in Educational Leadership. Ms. Pendergrass brings several years of educational experience to her current position. Ms. Pendergrass began her career as a business education teacher at JRE Lee Opportunity School. Ms. Pendergrass has had a variety of experiences from Middle to High school, working with very diverse populations. She has developed a creative manner in dealing with such a diverse population and aiding them to become very successful citizens.

Deborah Marano – Assistant Principal

Deborah Marano started at PDLMS in August 2005. She is the Assistant Principal for Exceptional Student Education and Attendance. She has a Masters in Educational Leadership and a Bachelor of Science in Education, and she is META endorsed. Ms. Marano brings twenty-seven years of educational background to her present position. She began her career in education as a teacher of the emotionally handicapped in New York City. She became an assistant principal at Jose de Diego Middle School. Ms. Marano gained experience in serving a Title I school. Therefore, she has hands on experience in addressing the needs of a diverse school population with varying exceptionalities and challenging economic requirements. She has become an expert at using creative incentives to encourage student performance.

Roger Miret – Assistant Principal

Rogelio F. Miret started at PDLMS in August 2006. Rogelio F. Miret is the Assistant Principal for School Operations and Extra Curricular Activities. He joined PDLMS from Dr. Michael M. Krop Senior High. Mr. Miret has a Bachelors in Exceptional Education, Masters in ESOL, and Specialist Degree in Educational Leadership. He brings a variety of experiences from Elementary, Middle, and Senior High which he will use to assist students in becoming productive citizens in our community.

• Teacher Mentoring:

Ponce de Leon Middle School adheres to the policies and procedures set forth by the District's PACES manual. At the onset of the school year, beginning teachers are identified and scheduled to participate in a four day District orientation regarding Miami-Dade

County Public Schools policies and procedures. At the school site, new teachers are greeted by the administrative team in order to familiarize them with school site guidelines and procedures. In addition, annual contract teachers are provided with a Professional Growth Team (PGT) to further assist with procedural guidelines and best instructional practices. The Assistant Principal for Curriculum, Reading Coach, and Subject Area Department Chairs and Team Leaders also provide mentoring to all teachers, focusing on how to disaggregate data, develop, and organize instructional practices.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Ponce de Leon Middle School is composed of the Principal, and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. EESAC fosters an atmosphere of professional cooperation among all stakeholders to help create a learning environment that supports the school's vision, mission, and core values. The EESAC is involved in developing the School Improvement Plan (SIP) and recommends the financial resources that should be expended to ensure the successful implementation of the SIP. This includes recommending student services, Saturday academy, after-school tutorials, professional development, funding for technology, and student incentives. Specifically, the EESAC accepts grant applications and then makes appropriations based on funds that will be used to directly impact school improvement. The council plans to meet on the following dates during the 2005-2006 school year: September 13, 2006, October 11, 2006, November 8, 2006, December 13, 2006, January 10, 2007, February 14, 2007, March 14, 2007, April 11, 2007, and May 9, 2007.

• Extended Learning Opportunities

Ponce de Leon Middle School offers a variety of supplemental reading services to students during the day, after school, and on Saturdays. All students scoring Level I or Level II based on the reading portion of the 2006 FCAT results are placed in a remedial reading elective. University of Miami law students volunteer on Tuesday and Thursday afternoons from 3:45 – 5:00 pm to tutor Level I and Level II students in reading. Students will be given a pre and post test to monitor progress. In addition, the 2007 FCAT Reading Test results will be utilized to monitor student progress. All students scoring Level I are placed in a remedial intensive mathematics elective. Additionally, a mathematics tutoring program is offered on Monday through Thursday through the mathematics department. Students will be given a pre and post test to monitor progress. In addition, the 2007 FCAT Mathematics Test results will be utilized to monitor student progress. Students in the National Junior Honor Society volunteer after school on Tuesday and Thursday to tutor low Level II students in mathematics. The University of Miami sponsors the Fifth Dimension Program to provide tutoring on Mondays and Wednesday afternoons from 3:45 – 5:00 pm for students scoring within the lowest 25th percentile in reading and mathematics on the 2006 FCAT administration. Students will be given a pre and post test to monitor progress. In addition, the 2007 FCAT Test results will be utilized to monitor student progress.

Ponce de Leon Middle School provides tutoring for LEP students in the areas of reading, mathematics, and science on Monday through Thursday in the afternoons. Students will be given a pre and post test to monitor progress. In addition, the 2007 FCAT Test results will be utilized to monitor student progress.

Ponce de Leon Middle School is also implementing a Saturday Academy from October to May to instruct all students in the areas of reading, writing, and mathematics. Saturday Academy is available from 9:00 A.M. – 11:00 P.M. and is supervised by three faculty members. Another program that PDLMS is proud to offer is the After School All Stars. Students are offered home learning assistance, tutoring, drama instruction, a recreational fitness program, and technology through Classworks on the computer.

• School Wide Improvement Model

Ponce de Leon Middle School has been implementing the Eight-Step Continuous Improvement Model. Our school uses the students' FCAT test scores and additional academic data sources to identify instructional groups. Teachers develop an instructional focus calendar that encompasses all objective areas and time allocations based on the needs of the student groups. Using the calendar, teachers deliver the instructional focus lessons. After the instructional focus lessons have been taught, the school will administer quarterly assessments to identify mastery and non-mastery students. Tutorials are provided to reteach nonmastered target areas along with enrichment opportunities for mastery students. Materials are also provided for ongoing maintenance and reteaching. The principal and assistant principals assume the role of instructional leaders and are continuously monitoring the teaching and learning process. The model is based on Best Practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups, and supports data-driven decision making and differentiated instruction.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Ponce de Leon Middle School students will improve their reading skills.

Needs Assessment

Results of the 2006 Florida Comprehensive Assessment Test (FCAT) reading portion indicate that 60 percent of students have met the state required mastery level, 70 percent have made annual learning gains, and 78 percent of students scoring in the lowest 25 percent have made adequate progress. Additionally, the total school population proved strongest in the areas of Comparisons (65% correct) and Words and Phrases (63% correct), while Main Idea/Purpose (61% correct) and Reference/Research (54% correct) proved to be the weakest strands. The 2006 Adequate Yearly Progress (AYP) Report indicates that students in three identified subgroups, African American Students, Limited English Proficient Students and Students with Disabilities did not make adequate yearly progress according to the No Child Left Behind (NCLB) requirements. Specifically, students in grade six exhibited the greatest instructional needs in the area of Words and Phrases, while students in grades seven and eight revealed significant needs in the area of Reference and Research.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 reading skills as evidenced by 56% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students grade six through eight will improve their reading skills as evidenced by a 25 percentage point increase of students scoring at Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by a 38 percentage point increase of students scoring at Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Limited English Proficient Students will improve their reading skills as evidenced by a 30 percentage point increase of students scoring at Achievement 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 Literacy Framework Model in all reading classes, providing differentiated instruction in vocabulary, comprehension and fluency, with additional instruction in phonics and phonemic awareness for students in Intensive Reading Plus classes utilizing Read XL Series in Intensive Reading and Scholastic Read 180 in Intensive Reading Plus and ESE Reading classes.	Principal Assistant Principal for Curriculum Reading Coach	08/14/06	05/30/07	District-wide literacy plan	\$0.00
Enroll FCAT Achievement Levels 1 and 2 students in Intensive Reading classes and FCAT Achievement Levels 1 and 2 students with deficits in decoding during Intensive Reading Plus classes in addition to their required Language Arts class. Utilize the Maze to assess progress made by FCAT Level 1 and 2 students. Administer the Diagnostic Assessment of Reading (DAR) for students not exhibiting progress prior to the second administration of the Maze, and instructional technology pre-tests, such as Gates-MacGinitie, to determine reading levels and design instruction accordingly.	Principal Assistant Principal for Curriculum Reading Coach	08/14/06	05/31/07	District Strategic Plan	\$0.00

Identify students who would benefit from Advanced and Gifted Language Arts classes based on the 2006 FCAT results and class performance. Assess and reassign students as needed. Monitor student performance to ensure appropriate progression.	Principal Assistant Principal for Curriculum	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop Literacy Leadership Team to oversee implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) throughout all classes.	Principal Assistant Principal for Curriculum Reading Coach	8/14/06	5/30/07	District-wide literacy plan	\$500.00
Develop a Progress Monitoring Plan (PMP) for each student not meeting state-developed criteria on the 2006 FCAT to incorporate instructional strategies such as Reciprocal Teaching, CRISS, Guided Reading, Reading Aloud, and before, during and after reading strategies.	Principal Assistant Principal for Curriculum Reading Coach	8/14/06	5/31/07	District Strategic Plan	\$1000.00
Conduct student S.W.A.T. (Students Working on Academic Targets) sessions with students to enable them to study individualized data and set academic and career goals for the year.	Principal Assistant Principal for Curriculum Reading Coach	8/14/06	5/31/07	District Strategic Plan	\$0.00
Continue tutoring program with UM Law students and implement 5th Dimension Tutoring, a software based/online after school program, to assist and monitor students in grades six through eight scoring in the lowest 25 percent, as well as those students identified by the NCLB subgroups.	Principal Assistant Principal for Curriculum Reading Coach	8/14/06	5/31/07	District Strategic Plan	\$5500.00
Implement FCAT Reading Spring Training Camp for all grade levels.	Principal Assistant Principal for Curriculum Reading Coach	01/08/07	02/26/07	District Strategic Plan	\$1000.00
Implement Saturday Academy for all grade levels.	Principal Assistant Principal for Curriculum Reading Teachers	10/07/06	05/30/07	District Strategic Plan	\$5600.00

Research-Based Programs

Read 180

Read XL

Professional Development

1. Provide Creating Independent Student-owned Strategies (CRISS) training
2. Expand Reciprocal Teaching training
3. Model the Literacy Framework Model, Differentiated Instruction and Best Practices
4. Provide training on the Comprehensive Research-Based Reading Plan (CRRP)
5. Expand training on the Student Performance Indicators (SPI) and Student Performance (SP) Snapshot for all teachers

Evaluation

This objective will be measured by results of the 2007 FCAT Reading Test. In addition, district interim reading assessments, the Maze, and the Gates-MacGinitie will provide formative data, which will be used to monitor progress towards the objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

58 percent of all students will meet the State required mastery level on the 2007 administration of the FCAT Mathematics Test.

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 57 percent of students have met the State required mastery level and that 67 percent have made annual learning gains. Additionally, the total school population proved strongest in the areas of Number Sense (54% correct), Geometry (46% correct), and Algebraic Thinking (44% correct), while Data Analysis (42% correct) and Measurement (40% correct) proved to be the weakest strands. The following subgroups recognized by NCLB standards did not meet adequate yearly progress: African American, Students with Disabilities, Economically Disadvantaged and Limited English Proficiency students. Specifically, the needs assessments indicate that eighth grade students require remediation in Measurement, and Geometry. The seventh grade students require remediation in Measurement and Algebraic thinking, as well as Data Analysis. The sixth grade students require remediation in Algebraic Thinking and Measurement.

NCLB SUBGROUP TARGET

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

Measurable Objective

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

Given instruction using the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by a 32 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by a 44 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students will increase their mathematics skills as evidenced by a 10 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students will increase their mathematics skills as evidenced by a 20 percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the administration of the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use manipulatives and instructional technology, such as Riverdeep, as teacher tools throughout all mathematics classes.	Principal Assistant Principal for Curriculum Mathematics Department Chair Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Identify students who would benefit from Advanced and Gifted Mathematics classes based on the 2006 FCAT results and class performance. Assess and reassign students as needed. Monitor student performance to ensure appropriate progression.	Principal Assistant Principal for Curriculum Mathematics Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop and implement a mathematics paraprofessional pull-out program to provide extra assistance to lower-achieving students in sixth grade.	Principal Assistant Principal for Curriculum Mathematics Department Chair	08/14/06	5/30/07	District Strategic Plan	\$17000.00
Conduct student S.W.A.T. (Students Working on Academic Targets) sessions with students to enable them to study individualized data	Principal Assistant Principal for Curriculum Mathematics Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00

and set academic and career goals for the year.					
Implement and monitor the mathematics program at Henry S. West Laboratory School, known as "Calculating Kids."	Principal Assistant Principal for Curriculum Mathematics Department Chair Mathematics Teachers	09/29/06	05/30/07	District Strategic Plan	\$0.00
Provide staff development opportunities for all mathematics teachers through mentoring, modeling of lessons, and training in areas such as content cluster analysis, Riverdeep, Snapshot, Edusoft and other existing resources.	Principal Assistant Principal for Curriculum Mathematics Department Chair	08/14/06	05/30/07	District Strategic Plan	\$1000.00
Adopt, incorporate and implement the Secondary Math Pacing Guides as suggested by the Department of Math and Science into the Ponce de Leon Mathematics Curriculum Maps. Integration of these district guidelines will be used in order to improve instructional design and address FCAT Benchmarks.	Principal Assistant Principal for Curriculum Mathematics Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Administer mathematics diagnostic test to all students via Edusoft in order to identify, provide and monitor individualized instruction where appropriate.	Principal Assistant Principal for Curriculum Mathematics Chairperson Mathematics Department Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Enroll six through eight grade FCAT Achievement Level 1 students into Intensive Mathematics, in addition to their mathematics classes.	Principal Assistant Principal for Curriculum	08/14/06	05/30/07	District Strategic Plan	\$35000.00
Implement grades six through eight FCAT Mathematics Spring Training Camp.	Principal Assistant Principal for Curriculum Mathematics Department Chair	01/08/07	02/26/07	District Strategic Plan	\$1000.00
Implement 5th Dimension Tutoring, a software based/online after school program, to assist and monitor students in all grade levels scoring in the lowest 25th percentile, as well as those students identified by the NCLB subgroups.	Principal Assistant Principal for Curriculum Reading Coach	08/14/06	05/30/07	District Strategic Plan	\$5500.00
Implement Saturday Academy for students in grades six through eight.	Principal Assistant Principal for Curriculum Mathematics Teachers	10/07/06	05/30/07	District Strategic Plan	\$5500.00

Research-Based Programs

CORE - Glencoe/McGraw SUPPLEMENT

Riverdeep

Professional Development

1. Provide staff development opportunities for all mathematics teachers through mentoring.
2. Enhance staff instructional strategies through the modeling of lessons.
3. Offer training in areas such as content cluster analysis, Riverdeep, Snapshot, and other existing resources.
4. Provide training in the use of Edusoft.

Evaluation

This objective will be evaluated by results of the 2007 FCAT Mathematics Test, as well as scores on the in-house pre-test/post-test. In addition, district interim mathematics assessments will provide formative data, which will be used to monitor progress towards the objective. Mathematics teacher lesson plans will be evaluated during PACES observations. Teachers will utilize Edusoft to monitor growth in their classrooms.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Ponce de Leon Middle School eighth grade students will increase writing skills.

Needs Assessment

Results of the 2006 FCAT Writing Plus Test indicate that 89 percent of students in grade eight have met the State required mastery level. The same test results indicate that the students achieved higher levels of mastery when responding to a persuasive prompt (82% mastery) than when responding to an expository prompt (78% mastery).

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an increase of one percent of students reaching the State required mastery level of 4.0 or higher on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer FCAT Writing pre/post tests to all students to determine student needs and modify instruction.	Principal Assistant Principal for Curriculum Language Arts Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize instruction and timed-practice drills twice a month by interchangeably using persuasive and expository writing prompts.	Principal Language Arts Department Chair Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize the English textbooks and student writing errors in order to develop mini-lessons on writing conventions.	Principal Assistant Principal for Curriculum Language Arts Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide writing instruction strategies using Facts, Incidents, Reasons, Examples, and Statistics (FIRES) to create, develop, and support student writing.	Principal Language Arts Department Chair Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Use the FCAT Writing Test rubric in order to score student samples and to familiarize students with performance expectations and holistic scoring.	Principal Assistant Principal Language Arts Department Chair Language Arts Teachers Content Area Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct FCAT Writes Spring Training Camp.	Principal Assistant Principal for Curriculum Language Arts Department Chair Language Arts Teachers	08/14/06	05/30/07	District Strategic Plan	\$1000.00
Provide teachers with training designed to support increased use of writing activities across the curriculum, with emphasis on expository and persuasive writing utilizing the FCAT Writing Process.	Principal Assistant Principal for Curriculum Language Arts Department Chair	08/14/06	5/30/07	District Strategic Plan	\$0.00
Adopt, incorporate and implement the Secondary Language Arts Pacing Guides by the Department of Reading and Language Arts into the Ponce de Leon Language Arts Curriculum Maps. Integration of these district guidelines will be used in order to improve	Principal Assistant Principal for Curriculum Language Arts Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00

instructional design and address FCAT Benchmarks.					
Implement Saturday Academy.	Principal Assistant Principal for Curriculum Language Arts Teachers	10/07/06	05/30/07	District Strategic Plan	\$5500.00

Research-Based Programs

Language of Literature Series
Write Traits Training

Professional Development

1. Train all teachers in holistic scoring practices and monitor implementation through classroom observations.
2. Provide professional growth opportunities through mentoring and training.
3. Enable teachers to model effective writing practice lessons for their colleagues.
4. Provide training for all teachers and parents in their home language on writing strategies for shared, guided, and independent writing activities.

Evaluation

This objective will be evaluated by scores on the 2007 FCAT Writing Plus Test. District writing pre and post tests will be administered and will provide formative assessments, which will be used to monitor progress toward the objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students in grade eight will improve their science process skills.

Needs Assessment

Results of the 2006 FCAT Science Test indicate that only 22% of grade eight students scored at the state Achievement Level of 3 and above, which is one percentage point lower than the District's average and ten percentage points lower than the State's average. Eighth grade students at PDLMS correctly answered five items (46%) in Physical Science and Chemical Science, five items (42%) in Earth and Space Science, seven items (46%) in Life and Environment and six items (43%) in Scientific Thinking. Analysis of this data demonstrates an apparent need for on-going assessments using FCAT style reviews, quizzes and exams to identify the students' ability to master the Sunshine Standards Science Benchmarks and address any weaknesses in required strands.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grade eight will increase their science process skills as evidenced by earning a 25 percentage point increase to exceed the average of 35 percent of the students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Adopt, incorporate and implement the Secondary Science Pacing Guides for Comprehensive Science 1, 2, 3 and Earth & Space Science as suggested by the Department of Math and Science into the Ponce de Leon Science Curriculum Maps. Integration of these district guidelines will be used in order to improve instructional design and address FCAT Benchmarks.	Principal Assistant Principal for Curriculum Science Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Update and improve Science Curriculum Maps/Pacing Guides three times a year in Professional Learning Communities (PLCs) by grade level and/or subject formative data from interim assessments.	Principal Assistant Principal for Curriculum Science Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Develop Instructional Focus Calendars to cover all annually assessed Sunshine Standards Science Benchmarks and address any weaknesses in this area by grade level and/or subject. Interim assessments will provide formative data which will be used by teachers to collaborate on plans to update and align the Instructional Focus Calendars to meet student needs.	Principal Assistant Principal for Curriculum Science Department Chair Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Expand the use of the Riverdeep program as a resource of technology-based activities for science classes at all levels to promote higher level thinking skills, through student skill reinforcement and discovery activities.	Principal Assistant Principal for Curriculum Science Department Chair Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Expand the Alliance+ program (Center of Improved Science Education and Engineering at the Stevens Institute of Technology) to include the Rutgers Univ. Institute of Marine and Coastal Sciences program Coastal Ocean	Principal Assistant Principal for Curriculum Science Department Chair Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Observation Laboratory (C.O.O.L. Classroom), a varied world-wide program using real-time and hands-on learning activities on collaborative projects, to support the connection between science and real-world applications.					
Implement and promote the use of the Interactive Student Edition of the textbook and FCAT Practice workbook for reinforcement of annually assessed SSS Benchmarks introduced in the classroom.	Principal Assistant Principal for Curriculum Science Department Chair Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
The science and math departments will plan collaboratively to establish stronger correlations between curriculum maps to include emphasis on the interpretation of graphs and application of formulas in science problem solving.	Principal Assistant Principal for Curriculum Science Department Chair Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Improve the Science Engineering Communication Mathematics Enhancement (SECME) Program by increasing student membership and exposure to competitions where resolutions to real-life scenarios are encountered.	Principal Assistant Principal for Curriculum Science Department Chair Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$750.00
Conduct eight grade FCAT Science Spring Training Camp.	Principal Assistant Principal for Curriculum Science Teachers	01/08/07	02/26/07	District Strategic Plan	\$1000.00
Implement Saturday Academy for sixth through eighth grade students.	Principal Assistant Principal for Curriculum Science Teachers	10/07/06	05/30/07	District Strategic Plan	\$5500.00

Research-Based Programs

Glencoe Florida Edition of Science Voyages

Alliance+ program

Riverdeep

Professional Development

1. Provide teachers professional development on Student Performance Indicators (SPI) and SP Snapshot™ to analyze the results of the 2007 Science FCAT.
2. Provide science teachers with the training on how to assess FCAT Benchmarks using the ExamView® capabilities offered by textbook publishers and conjunction with Edusoft® Assessment Management System.
3. Offer Project CRISS (CReating Independence through Student-owned Strategies) training to all science department members.
4. Provide science teachers with training to effectively incorporate the Alliance+ program (Center of Improved Science Education and Engineering at the Stevens Institute of Technology) and include the Rutgers Univ. Institute of Marine and Coastal Sciences program ‘Coastal Ocean Observation Laboratory’ (C.O.O.L. Classroom).
5. Expand training opportunities on the use of Riverdeep programs.

Evaluation

This objective will be evaluated by the results on the 2007 FCAT Science Test. In addition, district interim assessments will provide formative data, which will be used to monitor progress towards the objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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 5 STATEMENT:

In the 2006-2007 school year parent attendance will increase at PDLMS parent events.

Needs Assessment

Parents are the key to academic success. An assessment of attendance at parent events during the 2005-2006 school year reveal that on average only 14 percent of parents attended. Therefore, it has been determined that to achieve our academic goals, parents must become more involved in parent events. In the 2006 - 2007 school year, attendance at parent events will increase by five percentage points to 19 percent of parents attending.

Measurable Objective

Given the assistance of Informed Families and the Community Involvement Specialist, parent attendance at parent events will increase from 14 percent in the 2005-2006 school year to 19 percent in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain a marquee to notify parents of special events.	Principal Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct monthly parental meetings to keep parents apprised of current and upcoming events.	Principal Assistant Principal Community Involvement Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Create, maintain, and distribute a monthly newsletter by Informed Families which will include PTSA information.	Principal Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Maintain an interactive PDLMS home page with PTSA information, e-mail access to administrators, faculty, and PTSA board members.	Principal Assistant Principal Computer Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Collaborate with Bilingual Parent Outreach Programs to provide workshops to LEP and immigrant parents in their native language.	Principal Assistant Principal for Curriculum ESOL Department Chair Reading Coach	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize ConnectEd to notify parents of upcoming events.	Principal Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Sponsor special area of interest events in ESOL, Gifted, International Baccalaureate, and magnet tours of the school, and Good Morning Magnet Parents! Breakfast meetings.	Principal Assistant Principal for Curriculum Magnet Lead Teacher	08/14/06	05/30/07	District Strategic Plan	\$1000.00
Conduct initial and midyear parent awareness nights.	Principal Assistant Principal for Curriculum Reading Coach	08/14/06	05/30/07	District Strategic Plan	\$500.00

Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National PTSA

Professional Development

Not Applicable

Evaluation

This objective will be measured by a five percentage point increase in parent attendance at PDLMS sponsored events, as evidenced by sign in sheets.

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 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:

The number of student suspensions will decrease.

Needs Assessment

Student safety is instrumental and key to achieving learning gains and strengthening academic achievement. In the 2005-2006 academic year the number of suspensions was 773. An analysis of these situations determined that fighting decreased the overall sense of student safety, parental satisfaction and added to a deterioration of the overall school climate.

Measurable Objective

Given the implementation of the school-wide conflict resolution program, students in grades six through eight will utilize positive conflict resolution strategies as evidenced by a 10 percent decrease in the number of suspensions, from 773 in the 2005-2006 school year to 697 for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct mediation training for students in grades six through eight so students can be peer mediators and students can access mediators rather than resort to fighting.	Principal Assistant Principal for Curriculum Student Services	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the Ponce Explorer Nonviolent Initiative (PENI) activities throughout the school-year to promote awareness of peaceful conflict resolution methods.	Principal Assistant Principal for Curriculum TRUST Counselor	08/14/06	05/30/07	District Strategic Plan	\$0.00
Maintain a school-wide reward system using passports for positive behavior.	Principal Assistant Principals Positive Behavior Support Team	08/14/06	05/30/07	District Strategic Plan	\$2000.00
Conduct a faculty training in order to teach the concept of positive behavior management.	Principal Assistant Principal Positive Behavior Support Team	08/14/06	05/30/07	District Strategic Plan	\$0.00
Maintain a school-wide club sponsored by the Non-Violence Project which will increase student knowledge of peaceful problem resolution and provide an environment to encourage a sense of ethical, social, and neighborhood responsibility.	Principal Assistant Principal TRUST counselor	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize ConnectED to reduce truancy incidents by increasing parent communication.	Principal Assistant Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

N/A

Professional Development

Positive Behavior Support Team

Evaluation

In the 2006-2007 academic year, PDLMS will have less than 697 suspensions, reflecting a 10 percent decrease.

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:

Provide students with opportunities to actively utilize technology and facilitate their usage of electronic resources.

Needs Assessment

Before the completion of grade eight, at least 75 percent of the students are to reach technology literacy standards as described by the National Educational Technology Standards for Students (NETS*S) by attaining levels of performance indicators as referred to under six broad categories: basic operations and concepts, social, ethical and human issues, technology productivity tools, technology communications tools, technology research tools, and technology problem-solving and decision-making tools.

Measurable Objective

Given the use of effective technology integration, at least 75 percent of eighth grade students will create a technology rich interdisciplinary project that reflects mastery of the six broad categories: basic operations and concepts, social, ethical and human issues, technology problem-solving and decision-making tools.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate and implement the NETS*S standards into the Ponce de Leon curriculum maps in all subject areas. Integration of NETS*S standards will be used in order to improve instructional design and address required levels of performance under the framework of technology literacy.	Principal Assistant Principal for Curriculum Department Chairs	08/14/06	05/30/07	District Strategic Plan	\$0.00
Promote the use of the online resources available from the textbook publishers for the core subject areas. Online resources include the Internet to deliver standards-based, interactive learning and review modules that feature content, streaming video, simulations, animations and a series of interactive assessments with feedback for the students and teachers.	Principal Assistant Principal for Curriculum Department Chairs	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement the NETS*S standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.	Principal Assistant Principal for Curriculum Department Chairs	08/14/06	05/30/07	District Strategic Plan	\$0.00
Expand the use of the Riverdeep program as a resource of technology-based activities at all levels to promote higher level thinking skills, through student skill reinforcement and discovery activities.	Principal Assistant Principal for Curriculum Department Chairs	08/14/06	05/30/07	District Strategic Plan	\$0.00
Expand the Alliance+ program (Center of Improved Science Education and Engineering at the Stevens Institute of Technology) to include the Rutgers University Institute of Marine and Coastal Sciences program 'Coastal Ocean Observation Laboratory' (C.O.O.L. Classroom), a varied world-wide program using real-time and hands-on learning activities on collaborative projects,	Principal Assistant Principal for Curriculum Department Chairs	08/14/06	05/30/07	District Strategic Plan	\$0.00

to support the connection between science and real-world applications.					
Implement the use of TechCONNECT for the development of students' computer skills as they reinforce basic language arts, math, science and social studies concepts. TechCONNECT provides a solution for incorporating technology in the classroom to fulfill No Child Left Behind (NCLB) requirements as directed by the NETS*S standards.	Principal Assistant Principal for Curriculum Department Chairs	08/14/06	05/30/07	District Strategic Plan	\$0.00
Purchase 30 computer stations in order to further develop technology integration into the school curriculum.	Principal Assistant Principal for Curriculum Computer Specialist	08/14/06	05/30/07	District Strategic Plan	\$30000.00

Research-Based Programs

Riverdeep program
Alliance+

Professional Development

Provide teachers with professional development on Student Performance Indicators (SPI) and SP Snapshot™ to analyze the results of the 2007 FCAT in related subject areas.

Provide teachers with professional development in the use of ExamView® offered by textbook publishers in conjunction with the Edusoft® Assessment Management System.

Implement teacher training to focus on the National Educational Technology Standards for Students' (NETS*S) definition of the fundamental concepts, knowledge, skills, and attitudes for applying technology in an educational setting and the NETS*S standards. These standards will serve as guidelines or planning technology-based activities in which students achieve success in learning, communication and life skills that will transfer to the critical thinking skills necessary for the FCAT.

Provide teachers with training to effectively incorporate the Alliance+ program (Center of Improved Science Education and Engineering at the Stevens Institute of Technology) to promote interdisciplinary/collaborative projects using real time data.

Expand training opportunities on the use of Riverdeep programs.

Evaluation

This objective will be evaluated by the percentage of eighth grade students who complete a technology rich interdisciplinary project, either individually or cooperatively.

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

The number of students passing the Physical Fitness Test (FITNESSGRAM) will increase.

Needs Assessment

Physical Fitness is imperative to both a child’s health and the educational program offered at PDLMS. An analysis of the 2005-2006 Physical Fitness report shows that 53 percent of the students meet the minimum health-related standard.

Measurable Objective

Given instruction using the Sunshine State Standards in Physical Fitness, students in grades six and seven will pass the Physical Fitness Test (FITNESSGRAM), as evidenced by a five percentage point increase in the numbers of students achieving this goal in the 2006-2007 school year to 58 percent when compared to the 2005-2006 school year at 53 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide opportunities for students to participate in intramural competitions before and after school as a motivational tool to increase student physical fitness.	Principal Assistant Principal Physical Fitness Teachers	08/14/06	05/30/07	District Strategic Plan	\$2500.00
Provide quarterly incentives for students showing progress in physical education.	Principal Assistant Principal Physical Fitness Teachers	08/14/06	05/30/07	District Strategic Plan	\$500.00
Conduct pre-test and post-test sessions. Results of these exams will show student area of success and need for improvement.	Principal Assistant Principal Physical Fitness Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct quarterly practice exams in physical education classes.	Principal Assistant Principal Physical Fitness Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Conduct physical education department meetings where best practices are shared and individual goals are set for each class and individual child.	Principal Assistant Principal Physical Fitness Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide sixth grade students with Middle Moves transitional curriculum to offer them more successful transition into middle school.	Principal Assistant Principal Physical Fitness Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Instill a sense of responsibility in students for their own well being and for their physical health in accordance with the curriculum established by the IBMYP.	Principal Assistant Principal Physical Fitness Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Supplemental: Middle Moves

Professional Development

Teachers will attend IBMYP training.

Evaluation

Given the need for Physical Fitness, the Physical Fitness Test (FITNESSGRAM) will be used to determine student success and need for improvements. Results from a school developed pre-test and post-test will be used to monitor progress towards the objective and modify instruction accordingly.

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

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

GOAL 9 STATEMENT:

Ponce de Leon Middle School will align local and state curriculum standards with the prescribed IBMYP which will facilitate the increase of student enrollment in technology, fine arts and electives in order to develop the whole child.

Needs Assessment

A review of the current curricular trends reveal that electives and magnet program enrollment has declined due to state mandates requiring students in the lowest quartile to enroll in a developmental reading and/or mathematics course in lieu of an elective(s).

Measurable Objective

The number of students enrolled in technology, fine arts, and other elective classes will increase by 10%, from 845 to 929 students as evidenced by data derived from the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Attend weekly subject area meetings to address needed changes and additions to the curriculum.	Principal Assistant Principal for Curriculum Magnet Lead Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Attend in-house IBMYP workshops.	Principal Assistant Principal for Curriculum Magnet Lead Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Arrange teacher workshops in the Middle Years Programme with the assistance of Magnet Schools and Parental Options.	Principal Assistant Principal for Curriculum Magnet Lead Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
The Magnet Lead Teacher and the IBMYP teachers will conference to align the curriculum maps to IBMYP standards.	Principal Assistant Principal for Curriculum Magnet Lead Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Assess the curriculum maps at PDLMS.	Principal Assistant Principal for Curriculum Magnet Lead Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Create and align electives with the state, district, and IBMYP standards.	Principal Assistant Principal for Curriculum Magnet Lead Teachers Department Chairs	08/14/06	05/30/07	District Strategic Plan	\$0.00
Attend IBMYP Level I and Level II workshops.	Principal Assistant Principal for Curriculum Magnet Lead Teacher	08/14/06	05/30/07	District Strategic Plan	\$30000.00
Provide activities related to technology, fine arts, and IBMYP standards.	Principal Assistant Principal for Curriculum Magnet Lead Teacher Elective Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Professional Development

Provide members of the school scheduling team with training designed to enhance the electives and the IBMYP.

Evaluation

This objective will be measured once the final review and visit for full accreditation by the IBMYP Organization transpires and also by ITS reports, the master schedule, and recruitment logs.

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"/>

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

GOAL 10 STATEMENT:

Ponce de Leon Middle School will improve its ranking in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Ponce de Leon Middle School ranked at the 69th percentile on the State of Florida ROI index.

Measurable Objective

Ponce de Leon Middle School will improve its ranking on the State of Florida ROI index publication from the 69th percentile in the 2004-2005 school year to the 70th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide information for stakeholders to become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal Assistant Principals	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.	Principal Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principals	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. Provide opportunities for all stakeholders to acquire information regarding financial resources.
2. Provide all stakeholders with information about grant opportunities that will financially support academic goals.

Evaluation

On the next State of Florida ROI index publication, PDLMS will show progress toward the 70th 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 will consider allocating funds to school sponsored activities if it is determined that they will further advance the academic goals of PDLMS. Matters regarding the budget and finances are consistently discussed at the EESAC meetings.

Training:

The EESAC recommends that EESAC members be provided Teacher Education Center (TEC) credit for EESAC participation. EESAC continues to support the concept of staff development occurring outside of classroom time. Teachers participating in staff development generally do so on Saturdays, early release days and approved district workshops, providing them with stipend pay.

Instructional Materials:

The EESAC recommends the appropriation of monies for the purchase of Student Academic Portfolios, the duplicating of FCAT pre/post test materials, and supplies for the student mediation program.

Technology:

The EESAC recommends the continued infusion of instructional technology through the purchasing of emerging technologies and software applications to support on-going student achievement. Currently, we have over 500 student stations on the school-wide network with Internet connectivity.

Staffing:

The EESAC recommends that issues relevant to staff are discussed at EESAC meetings. EESAC membership should remain consistent with student enrollment fluctuations and staffing needs. Preservice teachers from the University of Miami assist teachers in the delivery of classroom instruction.

Student Support Services:

The EESAC recommends the continuation of an after school extended library hours program, in which volunteers assist students on a one-to-one basis. Students who do not meet State Standards and are in need of remediation are selected to receive this service. The service is intended to improve reading and mathematics scores as stated in our School Improvement Plan.

Other Matters of Resource Allocation:

The EESAC recommends the development of a student incentive program in order to motivate students to perform well on standardized tests.

Benchmarking:

The EESAC recommends the frequent review of the School Improvement Plan (SIP) to determine progress. It is a permanent agenda item for all EESAC meetings. All stakeholders are invited to our meetings to provide updates on specific objectives.

School Safety & Discipline:

The EESAC recommends that stakeholders raise concerns and make suggestions at meetings as they relate to student safety and discipline as well as invite speakers to present on school safety issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$13,600.00
Goal 2: Mathematics	\$65,000.00
Goal 3: Writing	\$6,500.00
Goal 4: Science	\$7,250.00
Goal 5: Parental Involvement	\$1,500.00
Goal 6: Discipline & Safety	\$2,000.00
Goal 7: Technology	\$30,000.00
Goal 8: Health & Physical Fitness	\$3,000.00
Goal 9: Electives & Special Areas	\$30,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$158,850.00

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