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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 6781 - Richmond Heights Middle School

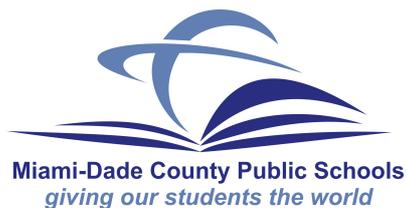
*FeederPattern:* Miami Southridge Senior

*Region:* Regional Center VI

*District:* 13 - Miami-Dade

*Principal:* Mona Jackson, Ed.D.

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Richmond Heights Middle School*

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Richmond Heights Middle School is a Science/Zoo Magnet school serving a large geographic area with a multi-ethnic student population of 1300. Richmond Heights Middle School has a large special education program, which serves students with a wide range of exceptionalities, including a full academic gifted program. The administration, staff, parents, and business community are united in their efforts to provide students with a competency-based learning environment designed to increase student achievement and improve critical thinking skills. Richmond Heights Middle School has carefully analyzed and evaluated pertinent data such as the Demographic and Academic Profile, FCAT Norm-Reference Test Results, and the 2006 Florida Writing Assessment Test Results. Consequently, Richmond Heights Middle School, in conjunction with the Educational Excellence School Advisory Council, and based upon the Organizational Performance Improvement Snapshot, identified three areas of concern: 1. District Strategic Planning Alignment had mean score of 4.4; 2. Business Results had a mean score of 4.4; and 3. Process Management had a mean score of 4.3

Given instruction based on the Sunshine State Standards, 51% of students in grades six through eight will score level 3 or higher on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51% of African-American students will score level 3 or higher on the administration of the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51% of Economically Disadvantaged students will score level 3 or higher on the administration of the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51% of Students With Disabilities will score level 3 or higher on the administration of the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 56% of students in grades six through eight will meet the state required mastery level on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56% of African-American students will score level 3 or higher on the administration of the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56% of Economically Disadvantaged students will score level 3 or higher on the administration of the 2007 FCAT Mathematics Test.

Given instruction based upon the Sunshine State Standards, 56% of Students With Disabilities will score level 3 or higher on the administration of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 83 percent of the students in eighth grade will score 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 50 percent of students in eighth grade will score level 3 or higher on the 2007 FCAT Science Test.

Given data regarding parental involvement, 160 parents will join the Parent/Teacher/Student Association (PTSA) as documented by the 2006-2007 PTSA roster.

Given the need to keep students in school, the school will have 304 or fewer out-of-school suspensions as documented by the 2006-2007 COGNOS Suspension Report.

Given an increased emphasis on the use of technology, teacher usage of technology will improve based upon inservice logs and lesson plans.

Given instruction in physical education standards, 85 percent of the students participating in the FITNESSGRAM program will receive a gold or silver award as measured by the 2006-2007 FITNESSGRAM when compared to the 2005-2006 school year's percentage of award winners.

Given instruction in the fine or performing arts, the school will increase the number of performance opportunities for students in 2006-2007 by five performances when compared to the number in 2005-2006 school year, as documented by permission slips and programs.

Richmond Heights Middle School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 78th percentile in 2005 to the 81st percentile on the next publication of the index.

Based upon the results of the Organizational Performance Improvement Snapshot, the school identified three areas of concern: 1) District Strategic Planning Alignment - The school will focus on more effectively implementing strategic planning. Teachers completed base-line data regarding the development of Professional Learning Communities. Professional Learning Communities will be implemented during the 2006-2007 school year. Faculty will become more aware of strategic planning and its importance to monitoring success in the school. 2) Business Results – Faculty will utilize data to improve quality of their work. 3) Principal will continue to provide budget inservices. Additionally, faculty will be encouraged to write grants to help enhance opportunities for students. These areas impact student performance.

Strategies to achieve these objectives include the continued utilization of Competency-Based Curriculum and the Sunshine State Standards, the implementation of the Accelerated Reader program, READ 180, MAZE, the use of computer labs equipped with Advanced Learning System Diagnostic software, Accelerated Math program, Glencoe and Prentice Hall mathematics software programs, the expansion of technology infusion into the curriculum, a sustained silent reading program, use of classroom libraries, manipulatives, Creating Independence Thru Student-Owned Strategies (CRISS), and an increase of inclusion classes throughout the school. Staff development will continue through reading books, e.g., *When Kids Can't Read*, and *Integrating Differentiated Instruction Understanding by Design*; booklets, e.g., *Comprehensive Reading Plan*, *Mathematics and Science Literacy – Bridges to Careers*, *Write Traits*, *F18.msscience.com* (Glencoe Support for new science books) and *Inclusion*. Strategies are designed for all subgroups identified in *No Child Left Behind* (NCLB).

## 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.

## Richmond Heights Middle School

### VISION

Richmond Heights Middle School is a model school in which students achieve in spite of environmental factors, and they have a sense of community and actively provide support to programs which sponsor people in need. It has a safe learning environment where all stakeholders (students, parents, teachers, community members, and administrators) believe, "Every child can learn." Every child does actually learn. Parents are integrally involved in education. Briefly, Richmond is a model school where meaningful learning happens every day, and students enjoy it.

### MISSION

Richmond Heights Middle School's Mission is to improve upon students' abilities to read, write, comprehend and articulate through an integrated curriculum which prepares all students for the diversely multicultural and technological world of this twenty-first century.

### CORE VALUES

See District's Core Values.

## *School Demographics*

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Richmond Heights Middle School provides services to students in grades six through eight. These services are based on the Sunshine State Standards. The school has a Science Zoo Magnet program, full-time gifted program, self-contained Emotionally Handicapped unit, Educable Mentally Handicapped and Specific Learning Disabilities programs delivered in a varying exceptionality mode. The school is also implementing an inclusion model. Instruction is provided in a flexible block schedule and is enhanced through technology-based activities. Some of the advanced students are enrolled in advanced mathematics classes at a high school in close proximity. In addition, we have students who participate at Florida International University's (FIU) Partnership in Academic Communities (PAC) program, which focuses on math and science.

Richmond Heights Middle School employs a total of 125 full-time staff members and 13 part-time staff members. Of the full-time staff, four are administrators; one is a TRUST specialist; three are guidance counselors; one is a career specialist; 83 are teachers; 6 are paraprofessionals; 8 are clerical; one is a media specialist; one is a computer specialist; 2 are cafeteria workers; 5 are security monitors, and 10 are custodial service workers. Seven of the teachers are new to this school. Thirty-seven teachers hold advanced degrees. Three teachers are Nationally Board Certified. The ethnic/racial make-up of the faculty population is 45% African American, 18% Hispanic, 30% Anglo, 6% Asian Pacific Islander and 1% Indian.

Richmond Heights Middle School is located on 23.10 acres in southwestern Miami-Dade County at 15015 Southwest 103 Avenue. It was established in 1963. We have two buildings; one is newly opened. We have eight on-site classrooms, including 1 portable (with four classrooms) in addition to three off-site portable classrooms at Miami-Dade County's Metrozoo for our zoo magnet program. All building classrooms have been wired for Internet and Intranet and have an average of three to four computers in each. There is also a professional laboratory which has three computers. The school continues to purchase technology and training for its various departments.

Richmond Heights Middle School serves over 1300 students from the surrounding neighborhood. We also have a zoo magnet program for science. Our student population is made up of standard curriculum students (84%), ESE students (11%), and ESOL students (5%). The ethnic/racial makeup of the student population is 41% African-American, 47% Hispanic, 8% Anglo, 1% Asian, 1% Indian, and 2% multi-racial. The mobility rate is 30%. The students at Richmond Heights Middle School are socioeconomically diverse. Their income brackets range from low to upper middle.

# *School Foundation*

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## ***Leadership:***

Based upon the Organizational Performance Improvement Snapshot (OPIS), the Leadership category indicated a score of 4.6 on a scale of 5.0. Richmond Heights Middle School has a strong leadership team. The principal leads by example and uses the school's values to guide the faculty and staff. The faculty and staff are aware of the school's mission statement which is to focus upon students' abilities to read, write, comprehend, and articulate through an integrated curriculum which prepares all students for the diversely multicultural and technological world of this twenty-first century. The school's mission statement and district's mission statement are posted in all classrooms. The principal meets regularly with the faculty and staff in faculty meetings, team meetings, department chair meetings, literacy leadership team meetings, Educational Excellence School Advisory Council (EESAC) meetings, administrative team meetings, and others. All faculty and staff are encouraged to pursue additional degrees/certification. Thirty-seven teachers have advanced degrees and all of the paraprofessionals are pursuing studies leading to paraprofessional certification. One security monitor has an Associate of Arts degree. The pool substitute has a medical degree. The principal has a doctorate degree in education. Sixteen teachers have obtained advanced degrees since joining the faculty at Richmond Heights Middle School. Two teachers have a doctorate degree, and three are national board certified. Six teachers are pursuing reading endorsements. According to the results of the Organizational Performance Improvement Snapshot, the principal needs to ask staff what it thinks (4.3) by providing more opportunities for faculty and staff feedback, e.g., school report card, informal assessments, inservice needs, and preferred subjects in master schedule. Additionally, the following strengths were noted: organization mission (4.7), principal shares information about the organization and lets staff know what is most important (4.7); and faculty and staff are encouraged to advance their careers (4.6).

## ***District Strategic Planning Alignment:***

Based on the Organizational Performance Improvement Snapshot (OPIS), the Strategic Planning category indicated a score of 4.4 on a scale of 5.0. Opportunities are provided for faculty and staff to participate in strategic planning. Brainstorming sessions are conducted to identify school concerns. Teachers and others are encouraged to volunteer to work on committees to address school concerns, e.g., attendance, safety, technology and curriculum. Faculty and staff are involved in decisions and actions that impact the school. Teachers were involved in helping to design the school's new building that opened in 2002-2003 school year. Teachers, via departments and teams, worked in planning groups to develop strategies aimed at improving student achievement. After a review of the Sunshine State Standards, teachers aligned their curriculum with state benchmarks and changed their course sequence in order to ensure appropriate topics were taught prior to administration of the FCAT (Florida Comprehensive Assessment Test). There are six new teachers on the staff. Efforts should be increased to involve new teachers in the school's strategic plan. Additionally, teachers in math and science have been involved in a project that encouraged them to reflect upon what and how they taught through the Data on Enacted Curriculum. Teachers compared student results with delivery methods to determine effectiveness. Teachers completed base-line data for developing professional learning communities. Professional Learning Communities will be implemented during the 2006-2007 school year. Based upon the results of the Organizational Performance Improvement Snapshot (OPIS), faculty needs more opportunities to provide input regarding the school's future. In response to "As it plans for the future, my work location asks for my ideas," the OPIS results indicated 4.3 on a scale of 5.0. The greatest strength was rated 4.5 on a scale of 5.0 and it indicated, "I know the parts of my work location's plans that will affect me and my work." In response to "As it plans for the future, my work location asks for my ideas" the results on the OPIS indicated a score of 4.3 on a scale of 5.0. This was the weakest area in this category.

### ***Stakeholder Engagement:***

Based on the Organizational Performance Improvement Snapshot (OPIS), the Customer and Market Focus indicated a score of 4.5 on a scale of 5.0. Richmond Heights Middle School uses a variety of methods to connect school and community for parents. We have such organizations as EESAC, PTSA, and Zoo Booster. The Miami Alumnae Chapter of Delta Sigma Theta Sorority Incorporated and the 5000 Role Models provide mentoring programs for our students. In addition, we work with the Richmond Heights Retirement Association as part of a mentoring/tutorial program. Saturday Academy as well as math, science, and language arts sessions are academic initiatives in which parent participation is a key component of their children's success. The Community-Oriented Policing Service (COPS) program is sponsored by the Florida Highway Patrol to assist eighty students per year. Volunteers from the community serve in many capacities of the school. All areas work together in the pursuit of excellence. PTSA has sponsored several events. The administration conducts orientation for new parents twice a year in addition to Parent Days, Open House, articulation, curriculum fair and resource fair. Due to the multicultural population of the school, we feel it is necessary to learn about each other in the true spirit of community. Entertainers and entertainment representing Africa, Spain, Cuba, Italy, Haiti, and more, provide fun, music and dance for all to enjoy. Parents bring in foods which represent their own cultures during "Night of the Nations." Hundreds attend this annual event, and there is always enough food for everyone. The school also sponsors a Hispanic Heritage festival, and the whole Richmond Heights family is invited. The parents and guardians of the students are from low to upper middle income areas. The school has foster homes in its boundaries. Parents and staff are invited to complete school climate surveys annually. Parents completed a Parent Survey during Open House (September 6, 2006) and can complete a School Survey form when they visit the school. Parents and faculty meet frequently to discuss student progress. These meetings are conducted in teams. Several parents serve as chaperones for school activities. Parents are able to serve as volunteers in the school. In response to the statement, "I know who my most important customers are" the stakeholders indicated a score of 4.7 on a scale of 5.0. In response to the statement, "I keep in touch with my customers," the stakeholders rated the item 4.6 on a scale of 5.0. These were the strongest areas in this category on the Organizational Performance Improvement Snapshot. In response to "I ask my customers if they are satisfied or dissatisfied with my work," the stakeholders rated this item 4.2. This was the weakest area in this category.

### ***Faculty & Staff:***

Based on the Organizational Performance Improvement Snapshot (OPIS), the Human Resource Focus indicated a score of 4.5 on a scale of 5.0. Faculty and staff frequently assess the progress of their students and collaborate on strategies designed to improve the delivery of instruction and ultimately, student success. Results of the School Climate Survey have been used to analyze the overall function of the school. Eighty-five percent of teachers felt that annual teacher evaluations are fair and reasonable. The school has nine interdisciplinary teams. Teachers conduct parent conferences, student meetings, planning sessions and professional duties in teams and/or departments. Each department has identified goals to be met during the school year. Teachers have joined professional learning communities to improve their abilities to deliver instruction and to improve student achievement. Teachers are currently involved in vertical teaming with other core teachers in the Miami Southridge Feeder Pattern. The opportunity to articulate with other subject area teachers will improve student performance. According to the Organizational Performance Improvement Snapshot, the school needs to provide more opportunities for stakeholders to be recognized for their efforts. This item rated 4.3 on the OPIS. This was the weakest area in this category. The staff further indicated that the school frequently allows them to make changes that improve their work. The item in this category scored 4.5 on a scale of 5.0. In response to "I have a safe workplace," the faculty and staff indicated a score of 4.5 on a 5.0 scale. This is quite significant since this too can enhance teaching and learning.

### ***Data/Information/Knowledge Management:***

Based on the Organizational Performance Improvement Snapshot (OPIS), the Measurement, Analysis, and Knowledge category indicated a score of 4.6 on a scale of 5.0. Eighty-nine percent of teachers that responded to the School Climate Survey felt that inservice programs keep them informed of the latest educational strategies. Regional support staff met with science department to develop effective strategies for improving student achievement in science. The school frequently provides inservices in language arts, science, math, and technology during early release days and teacher planning days. These workshops have focused on ways to raise student performance in reading and math. These workshops have also provided training for teachers on test data interpretation. The principal also conducted a data analysis inservice for faculty during opening of school activities. Teachers have been encouraged to participate in the District's Virtual Schoolhouse. Teachers also pursue Teacher Education Center credit for professionalization and recertification. Faculty and EESAC have reviewed test score results. Meetings have been conducted with parents to develop educational plans, individualized education plans, and interpretation of test results. FCAT test results and Oral Reading Fluency results indicate that student performance is improving; however, we will continue to monitor the education delivery process. Analysis of the PACES evaluation for the past four years indicates that teachers need to increase their competence in providing students with skills to enable thinking. In order to address this need, Richmond has received assistance from District staff. Two administrators and three teachers participated in an inservice on data analysis. This workshop was provided by the Florida Department of Education. According to the Organizational Performance Improvement Snapshot, the school needs to provide more information to the stakeholders about how the school progresses. The faculty and staff rated the response "My work location removes things that get in the way of progress" 4.2 on a scale of 5.0. Additionally, faculty and staff feel that they are able to analyze the quality of their work and make the necessary decisions about their work, based upon the analyses. This was evidenced by the staff's response to the item 4b which states, "I know how to analyze (review) the quality of my work to see if changes are needed and 4c which states, "I use these analyses for making decisions about my work." Both of these items rated 4.6 on a 5.0 scale.

### ***Education Design:***

Based on the Organizational Performance Improvement Snapshot (OPIS), the Business Results category indicated a score of 4.4 on a scale of 5.0. Richmond Heights Middle School has identified issues concerning improvement in education design and support process improvement. Among these is the Richmond Heights Middle School 30 percent mobility rate. The school will encourage parents to participate in the Parent Academy. The school will provide workshops for parents and offer assistance to those who are homeless and/or are expressing a need for support, e.g., assistance in finding a job. Efforts will be made to meet with parents of foster home students to identify the concerns that they are having with students and meet with staff to see how students' problems can be resolved. Perhaps this will decrease the amount of movement to new foster homes. The administrative staff will continue to identify foster homes within its boundary. The school has made tremendous strides in providing technology to its students and faculty. The technology committee will identify funding sources for technology. The school was targeted by the attendance boundary committee due to the change in configuration of Devon Aire and Frank C. Martin Elementary Schools during the 2005-2006 school year. The school will be targeted by the attendance boundary committee due to the opening of a new middle school in 2007-2008 school year. The school has been a Title I school for three years and has not met adequate yearly progress. The school earned a B on the 2006 FCAT, missing an A by one point! The school received Probationary Status (AYP) from the State. After school tutoring and Saturday academy will be provided to students in grades six to eight to improve academic performance. Supplemental Education Services providers will also provide tutoring to students. In response to "I know how well my work location is doing financially," the OPIS indicated a score of 4.0 on a scale of 5.0. This was the weakest item on any of the categories. According to the Organizational Performance Improvement Snapshot, the school needs

to provide additional resources for faculty and staff to do their jobs as funds become available. Additionally, in response to "My work products meet all requirements for high quality and excellence," OPIS indicated a score of 4.6. This was the strongest item in this category.

### ***Performance Results:***

Based on the Organizational Performance Improvement Snapshot (OPIS), the Process Management category indicated a score of 4.3 on a scale of 5.0. In response to "I collect information (data) about the quality of my work," the OPIS indicated a score of 4.5 on a scale of 5.0. This was the strongest item in this category. The weakest item in this area was "I can get all of the resources I need to do my job." This item scored 4.1 on a scale of 5.0. According to the School Climate Survey (2005-2006), fifty-seven percent of teachers felt that adequate disciplinary measures are used to deal with disruptive behavior. Only fifteen percent of the teachers felt that school violence prevented them from doing the best possible job at this school. Eighty-eight percent of the teachers believed that the school is safe and secure. According to the MDCPS COGNOS Suspension Reports 2005-2006, 337 students were placed on outdoor suspensions while 337 were assigned indoor suspensions. Strategies to provide alternatives to outdoor suspension will continue to be implemented. Most importantly, the Code of Student Conduct is followed by administrators. The attendance rate during the 2005-2006 school year was 93.88 percent. An attendance committee has been organized, and an action plan is being implemented to increase student attendance. The school will seek ways to address its concerns regarding overage students in middle school. The PTSA and other community groups will continue to provide incentives to improve student attendance and behavior through recognition programs such as "Student of the Week." According to the Organizational Performance Improvement Snapshot, the school must continue to utilize data to provide a roadmap for improving student attendance and discipline. These areas strongly impact student performance and school performance.

# *Additional Requirements*

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

The following actions were taken to attract and retain high-quality, highly qualified teachers: principal and teachers attended a recruitment fair; maintained school website; conducted monthly beginning teacher meetings to provide support to new teachers; provided buddy teachers for new staff; provide professional development opportunities; and encouraged teachers to pursue advanced degrees. These actions will continue during the 2006-2007 school year.

The following teachers are highly qualified to teach Reading:

Edna Jackson, #074046, has a Bachelors and is certified in Language Arts 5-8, Elementary Education, and Early Childhood. She has been an educator for 34 years. She has effectively used Reciprocal Teaching strategies and graphic organizers to raise Reading scores. She was previously enrolled in a program seeking a Masters degree. She serves as a team leader.

Natasha Jackson, #234055, has a Masters in Reading. She is certified in Social Science 5-9 and Reading K-12. She has been a teacher for seven years. She keeps abreast of current trends in reading through conferences and professional literature.

Lynn Forsht, #190743, has a Bachelors in Reading. She is the Reading Leader. She has taught Reading in elementary and middle school. She is certified in Middle Grades English and has been a teacher for 15 years. She has been trained in Clinical Supervision, informal Reading inventory testing, CRISS, and Reciprocal Teaching.

Danielle Ellis, #220985, teaches Reading. She has a Masters in Reading and a Bachelors in English. She is certified in Reading K-12, Middle Grades English, and English 6-12. She served as a team leader and is the yearbook advisor.

Dayami Torres, #238247, has a Masters in Reading and is certified in Reading K-12. She serves as the Special Education department chair.

The following teachers are highly qualified to teach Language Arts:

Lois Seaman, #147255, has a Bachelors in English. She is certified in English 5-9 and 6-12. She has been teaching for 23 years. She serves as department chair, EESAC chair and sponsors the National Junior Honor Society(NJHS)/Future Educators of America. She has been trained in CRISS strategies, FCAT technology programs and Read Alouds.

Sam Pierson, #192076, has a Bachelors in English and a Masters in Hospitality Management. He is certified in English middle grades. He has been teaching for 13 years. He has been trained in CRISS strategies and Reciprocal Teaching.

Terri Frazier, #193748, has a Bachelors and Masters degree. She is certified in ESOL and Language Arts. She has been teaching for 13 years. She has been trained on data analysis.

Loren Valentine-Reyes, #276374, has a Bachelors and Masters in Elementary Education. She is certified in K-6 and 5-9. She has been teaching eight years. She has been trained in textbook on-line programs.

Melanie Roberts, #236220, has a Bachelors in Elementary Education. She is certified in Elementary Education and is ESOL endorsed. She has been teaching for eight years. She has been trained in CRISS strategies and data analysis.

Mary Finlan, #270533, has a Bachelors in Humanities. She is certified in English 5-9 and 6-12. She has been teaching for three years. She has been trained in CRISS strategies, Write Traits and Read Alouds.

The following teachers are highly qualified to teach Mathematics:

Alice Host, #193549, has a Bachelors and Masters Degree in Mathematics. She has been teaching for 13 years. She is certified in Mathematics 6-12 and has Gifted Middle School Math Endorsement. She has been trained in Vertical Teaming Strategies and is National Board certified.

Zoila Damiano, #220379, has a Masters in Mathematics. She has been teaching for seven years. She is certified in Mathematics 5-9. Valencia Falco, #230812, has a Masters in Elementary Education. She has taught for nine years. She serves as a team leader and has been trained in Mathematics in Context, Reciprocal Teaching, Vertical Teaming, and Video Supported Mathematics Programs. Yvette Philip, #189600, has a Masters in Mathematics. She is certified in Mathematics 5-9. She teaches Mathematics 6.

She has been in the education field for 17 years.

Maria Demeritte, #143078, has a Masters in Mathematics. She has been teaching for 22 years. She is certified in Mathematics 7-12. She served as the Mathematics department chair for four years. She has been trained in CRISS strategies, Vertical Teaming, and Mathematics in Context. She served as the mathematics club sponsor for four years and involved students in District and State mathematics competitions.

Gustavo Batlle, #254481, has a degree in Business Administration and Business Finance. He is certified in Mathematics 6-9. He has taught for three years. He has been trained in Vertical Teaming. Robert McHugh, #261409, has a Bachelors degree. He is certified in Mathematics 5-9. He has been teaching four years. He has been trained in Vertical Teaming.

Brenda Woodson, #161514, has a Masters in mathematics and a Specialist in Educational Leadership. She is certified in Mathematics 6-12 and Business Education. She teaches Mathematics 8, Algebra 1 and Algebra I Honors. She is the Middle School Coordinator and mathematics department chair. She has been trained in Vertical Teaming, College Board, and Mathematics in Context.

Margaret Corbett, #150718, has a Bachelors in Varying Exceptionalities. She is certified in Middle Grades Math 5-9. She has taught for 17 years. She has served as Special Education department chair and is currently the Special Education Program Specialist.

Timothy Medley, #117005, has a Bachelors degree. He has been teaching for three years. He is certified to teach Middle Grades Mathematics. He assists with the 5,000 Role Models Program. He has been trained on the implementation of FCAT Explorer.

Mattie Jordan, #223036, has a Bachelors in Business Administration and Masters in Mathematics. She is certified in Special Education and Middle Grades Mathematics. She has been teaching for two years.

Keisha Bell, #203200, has a Bachelors degree. She is certified in Elementary Education 1-6. She has been teaching for eleven years. She has been trained on Data Analysis.

Beth Logan, #064547, has a Bachelors in Mental Retardation. She is certified in Mentally Handicapped. She has been teaching for 21 years. She has been trained on using FCAT Strategies.

Dennis Elder, #277656 has a Bachelors degree. He is certified in Mathematics 5-9. He has been teaching for one year.

The following teachers are highly qualified to teach Science:

Dr. Suzanne Banas, #133337, has a Bachelors in Biology, a Masters in Learning Disabilities and Emotionally Handicapped, and a Ph.D. in Science Curriculum/Educational Leadership. She is certified in Biology 6-12, General Science 5-9. She holds Gifted and Middle Grades Endorsements. She has National Board for Professional Teaching certification. She is the lead teacher for the Zoo Magnet program. She has been teaching for 24 years.

Richard Marti, #196179, has a Masters in Elementary Education. He is certified in Elementary Education 1-6. He has been teaching for nine years.

Sharon Abraham, #248533, has a Bachelors in Biology. She is certified in Middle Grades Science. She has been teaching for five years. She has been trained in CRISS strategies.

Henry Lefert, #262963, has a Bachelors in Biology. He is certified in Biology 6-12. He has been teaching for four years. Tamara

Monroe, #196405, has a Bachelors in Nutritional Food. She is certified in General Science 5-9. She has been teaching for five years.

Sherwin Jose, #256877, has a Bachelors in Biology. He is certified in Biology 6-12. He has been teaching for five years. He has been trained in CRISS strategies.

Christopher Barnett, #259002, has a Bachelors in Biology. He is certified in Biology 6-12. He has been teaching for three years. He has been trained in CRISS strategies and Vertical Teaming.

Hector Alvarez, #243077, has a Bachelors in Elementary Education. He is certified in General Science 5-9 and Elementary Education. He has been teaching for seven years. He has been trained in Vertical Teaming, and graphing calculators, and he has attended Intel workshops.

Sylvia Harris, #216258, has a Bachelors in Biology and a Masters in Science Education. She is certified in General Science 5-9. She has been teaching for twelve years. She is Science Department Chair. She has been trained in CRISS strategies.

Katherine Brezina, #275743, has a Bachelors in Biology. She has a temporary certificate in Biology. She has been teaching one

year. She has been trained in Data Analysis and FCAT Practices.

Laurie Ochmanski, #219310, has a Bachelors degree. She is certified in Exceptional Student Education – Varying Exceptionalities. She has been teaching for seven years. She has been trained on FCAT Explorer, Riverdeep, Professional Learning Communities, Reciprocal Teaching, and Sharpen Up.

### **• Highly Qualified, Certified Administrators:**

Mona Bethel Jackson, #070760, is principal. Dr. Jackson has over thirty years of experience in the field of education. She has worked as a science teacher, high school guidance counselor, educational specialist (Student Services), project manager/curriculum coordinator (Area Office), assistant principal and principal of another middle school prior to becoming principal of Richmond Heights Middle School. Dr. Jackson is certified in Biology 6-12, Chemistry 6-12, Guidance and Counseling PK-12, General Science 5-9, School Principal (all levels) and Middle Grades Endorsement. She has written and been funded for several grant programs, developed innovative programs and served on various committees at the local, state, regional and national levels. She firmly believes that every child can and will learn given a nurturing environment. Dr. Jackson believes that it is important to focus on the whole child. She also believes that effective teachers can teach all children. She has addressed students' needs through counseling, interpretation of data, teams, block scheduling, specialty electives, implementation of quality programs, i.e., reading, math and science and implementation of a comprehensive reading program. Students are encouraged to participate in competitions (academic, athletic and extracurricular). She has volunteered to conduct Saturday Academy to help students increase their basic skills. She requires parent attendance at these activities. Dr. Jackson encourages staff to pursue higher education degrees. She organizes and monitors the school professional development activities. Her support for ongoing professional development of instructional staff includes data analysis, writing across the curriculum, team building, CRISS (Creating Independence Thru Student-owned Strategies), Vertical Teaming, Write Traits, READ 180, Accelerated Reader, Data on Enacted Curriculum, Test-taking Strategies, flexible block scheduling, and a plethora of best practices aimed at enabling students and staff to reach their optimum potential. She leads by example and completed a Doctorate in Educational Administration and Supervision at Florida International University. She has presented at local, state, regional and national conferences during her years as an educator. She has served as local and state president of the Florida Counseling Association (formerly Florida Personnel and Guidance Association) and chair of the M-DCPS middle school principals' group. Dr. Jackson was named District Principal of the Year-Runner-up (2003), is a recipient of the Florida Commissioner's Principal Achievement Award for Outstanding Leadership (2003), and a recipient of the Pillars Award in Education (2006) - Metro-Dade County. Two years ago, she co-authored a book, *Candlelights for the Middle School Students' World* with her students, a local author and the language arts department chair. The book has been published and is listed in the Library of Congress. She was instrumental in the design of the school's new state-of-the-art facility where she has provided new programs for students. This year, she has increased the percent of students enrolled in inclusion classes at the school. She has increased the number of reading classes available to students and the availability of technology to students and staff. The school is in its third year of implementation of an electronic grade book. Parent Internet Viewer is available for parents. She meets bimonthly with the Curriculum Council to better monitor delivery of curriculum. Her goal is to provide a quality instructional program and to ensure that each child, while unique, has the opportunity to maximize his/her potential in an environment that is conducive to learning. She provides mentors and role models for students and faculty. Dr. Jackson has always encouraged parental involvement. She provides a Parent Resource Center, conducts counseling to parents and students, hosts monthly parent days, and facilitates a monthly bilingual parent seminar. She encourages parents and students to serve on the school's advisory council, PTSA (Parent/Teacher/Student Association), booster club and to participate in community efforts, i.e., natural disaster relief and food drives. She personally recognizes students for their accomplishments via phone calls to parents, certificates, and announcements on public address system and closed circuit television system. She involves parents in their student's successes via special assemblies and other means. Dr. Jackson is actively involved in professional, civic, and church organizations. She has fostered a culture of "giving back to the community" among the

richly diverse socioeconomic and multi-ethnic student body. In spite of a high mobility index, she encourages students to perform well on the Florida Comprehensive Assessment Test and other exams and recognizes their accomplishments. She believes that we must continue to close the achievement gap. She is quite aware that the students must continue to improve their academic performance. This can be accomplished by ensuring that our students are actively and effectively engaged each day.

Sandra Maxwell, #096197, has been an assistant principal for seven years. She has over 25 years of experience in the educational arena. She has a Bachelors in Childhood Education and a Masters in Elementary Education. She is certified in Elementary Education K-6 and Educational Leadership K-12. She has worked as a teacher, facilitator for the Title I program, lead teacher for the Chapter I Program, and team leader. During her tenure as a lead teacher, she monitored various curricular activities. These activities included providing strategies to help students improve their skills in reading and mathematics by monitoring their progress through grades, tests, and informal observations. Ms. Maxwell has also demonstrated model lessons in reading and mathematics to teachers. Additionally, she has coordinated and monitored the implementation of the Kumon Math Program and ACALETICS Program. She has served as a member of the Curriculum Council, department chairperson, and a coordinator and organizer for the Title I Program for a K-8 Center. She worked as the liaison for Miami-Dade County Public Schools in an area that dealt with students with special medical needs. Ms. Maxwell has worked collaboratively with the staff, students and administrative team at Richmond Heights Middle School. She has facilitated staff development activities for the staff at Richmond Heights Middle School and coordinated the inservice on Data on Enacted Curriculum. She helped implement the Academic Improvement Plan and the Family Counts Night program at the school. She organized inservices to help beginning teachers to be able to utilize their skills and knowledge effectively to enhance the learning of students at Richmond Heights Middle School. Ms. Maxwell coordinated and monitored the Truancy Intervention Program. She provided strategies and support to parents to improve their student's attendance. In addition, other support services such as counseling, tutoring, and parenting skills were offered as needed. Ms. Maxwell has worked diligently to provide information and guidance to parents and students that are new to the school. This includes New Parent Orientation as well as Open House. Ms. Maxwell has an open door policy that allows parents to see her on an as-needed basis. Also, during any given time, students and parents are seen to help with problems regarding school or home. As part of her school/community involvement, Ms. Maxwell works with the Educational Excellence School Advisory Council (EESAC), Parent/Teacher/Student Association (PTSA), Parent Day, and Saturday Academy. She provides guidance and support to the Middle School Coordinator for various curricula and academic activities. Ms. Maxwell serves on the editorial board for the Miami-Dade County Public Schools publication, the GRIOT. The publication provides historical information, academic and curriculum activities as they relate to the contributions of African-Americans. Ms. Maxwell is the Assistant Principal for Curriculum.

Robert Morales, #170572, is an assistant principal. He began his career with Miami-Dade County Public Schools as a physical education instructor in 1988. He has a Bachelors in Physical Education, Masters in Computer Education and an Educational Specialist in Educational Leadership. Mr. Morales is certified in Physical Education K-12, and Educational Leadership (all levels). Mr. Morales' physical education curriculum was built on a solid foundation which included observing, comparing, classifying, sequencing, and inferring all of which correlate to the FCAT Reading benchmarks. Mr. Morales infused language arts as a powerful tool for gathering and disseminating information to the students. Students were continuously encouraged to ask questions while they engaged in mental and physical activities. He also implemented a tutorial program in reading comprehension that used the Accelerated Reader software as a motivational tool to encourage students to read on their own. Students were tutored across the content areas in mathematics, science, and social studies. Mr. Morales tracked the children in the After School Care program and saw a definite improvement in their academic grades. He also applied his knowledge in creating large group activities, project organization and classroom management into his tenure as after school care manager. In 2000, Mr. Morales served as a supervisor for community education at the District level. Furthermore, Mr. Morales also served on the School Improvement Plan Committee, School Advisory Council, and Leadership Development Institute for Teachers. He was the school's Alternate Steward of the United Teachers of Dade. In 2004, Mr. Morales began the school year as assistant principal at Richmond Heights Middle School. Mr. Morales' current duties include the supervision of the Special Education department, oversight of the facility. The data used has enabled Mr. Morales to better understand FCAT Reading, Mathematics

and Science benchmarks.

Heather Parker, #203952, is an assistant principal. She started her career with Miami-Dade County Public Schools in 1993. She is certified in Business Education 6-12, Computer Science K-12, and Educational Leadership K-12. She holds a Bachelors and Masters in Computer Applications and Educational Specialist in Educational Leadership. Her first assignment was as a Business Education teacher at Horace Mann Middle School. In 1996, she became a teacher in the Computer Technology Magnet at Horace Mann Middle. Her responsibilities included: team leader, Future Business Leaders of America sponsor, CO-nect leadership team member, and NJHS sponsor. She was selected to assist with the opening of a new middle school, Howard Doolin Middle School, in West Kendall, as department head for technology. In 1997, Ms. Parker worked under the Instructional Technology Department as a teacher mentor for the Dade Public Education Fund with the "Citibank Family Tech Program." She assisted teachers throughout the district with technology implementation into core subject areas. In 1999, Ms. Parker was hired to work under the Instructional Technology Department as the Regional Center V Technology Specialist. She was responsible for assisting all schools in Regional Center V with technology implementation. She was responsible for assisting principals with the hiring process of Microsystems Technicians and Computer Specialists as well as developing technology plans and training teachers and administrators throughout the Regional Center in technology initiatives. In October 2003, Ms. Parker was hired as an assistant principal at Richmond Heights Middle School. Her areas of responsibility at Richmond Heights Middle School encompass school-wide attendance, technology, beginning teachers, and student discipline. Research-based data shows that academic growth is directly correlated to attendance and discipline, thereby impacting student achievement. Ms. Parker makes it her mission to ensure that teachers are supported with classroom instruction initiatives so that the students at Richmond Heights Middle School receive the best possible education. Helping beginning teachers to understand and better utilize the data resources provided by the district on the Wide-Area Network (WAN), allows us to prepare our students to successfully achieve mastery on the FCAT benchmarks.

### **• Teacher Mentoring:**

Richmond Heights Middle School utilizes the district's PACES program to mentor its teachers. The teachers are observed and evaluated based upon the PACES instrument. All beginning teachers participate in a district-mandated orientation. Annual contract teachers are assigned a Professional Growth Team. Currently, 42 teachers at Richmond Heights Middle School have completed the required professional development training needed to serve as Professional Growth Team members. More teachers have been encouraged to complete the training. Beginning teachers are also assigned a buddy teacher who mentors them and provides support during the first year of teaching. The buddy teachers usually teach in the same area as the beginning teacher. A school site orientation is also conducted for beginning teachers and teachers new to the building. The agenda includes but is not limited to: lesson plans, ethics, classroom management strategies, electronic grade book, parent/teacher conferences, maps, faculty handbook, student code of conduct, financial procedures and selected Board rules and policies. Monthly meetings are conducted with the beginning teachers throughout the remainder of their first academic year. Buddy teachers encourage beginning teachers to observe their classes and will observe the new teachers' classes upon request. All teachers are encouraged to participate in vertical teaming to enhance the delivery of programs to students. Teachers plan within departments and within subject-area grade groups. Additionally, teachers participate in interdisciplinary teams. Therefore, teachers have the benefit of department chairs and team leaders while preparing their lessons. A professional library is available in the media center and computers are available in a work area designed specifically for teachers. Professional Growth Team members and buddy teachers are provided release time to assist beginning teachers. The Reading Coach provides model lessons for all teachers, especially beginning teachers. District support specialists have also been invited to conduct inservices on best practices. All teachers participate in professional development activities during Early Release days. An assistant principal serves as the liaison between the District and beginning teachers. In addition to planning monthly meetings the administrator shares District newsletters and other communications. All teachers receive monthly copies of Master Teacher, a publication with tips for teachers. Core subject area teachers have also participated in vertical teaming sessions with other schools in the feeder pattern.

### **• School Advisory Council:**

The Educational Excellence School Advisory Council (EESAC) at Richmond Heights Middle School fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC accomplishes this by collaborating with site leadership and council members through monthly meetings. During these meetings, the progress of the School Improvement Plan goals and available resources are discussed and analyzed in order to facilitate success. Each member of the EESAC assists in the development of the school's goals and members are assigned to monitor the goals. Department chairs make presentations at monthly meetings to keep the EESAC abreast of curriculum in the school. The Educational Excellence School Advisory Council (EESAC) participated in a mini-inservice on budget. They made recommendations to: hire additional personnel; train parents and students in mathematics and reading; purchase libraries for each classroom and print the Fabulous Fridays FCAT practice materials; extend parent involvement via Parent Viewer software; improve school safety by hiring additional hourly security monitors; host parent involvement workshops in conjunction with the Parent/Teacher/Student Association (PTSA); subsidize the purchase of the Student Handbooks (Agenda) and purchase books for teacher training. The EESAC also provided recommendations for levels of achievement and evaluation using State and No Child Left Behind (NCLB) criteria.

### **• Extended Learning Opportunities**

1. Richmond Heights Middle School provides before and after school tutoring sessions in reading, mathematics, and science. These sessions are conducted by faculty members and/or students earning community service hours.
2. Special tutoring programs in reading, mathematics and science, as well as pull-out assistance in reading, are available from certified teachers. These programs are offered during the school year to afford specialized instruction to specific groups of students preparing to take the FCAT.
3. Saturday Academy sessions are offered to students to enhance their skills in reading, mathematics, and science. Sessions on test-taking strategies and understanding the FCAT are also offered to parents on Saturday mornings. Similar sessions for parents will be available monthly in the evenings.
4. School will conduct "Understanding FCAT-Reading and Writing" sessions for parents.

### **• School Wide Improvement Model**

Richmond Heights Middle School will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Model will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan - for changes to bring about improvement; Do - changes on a small scale first to try them; Study - to see if changes are working; and Act - to get the greatest benefit from changes.

## GOAL 1: READING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 1 STATEMENT:***

All students will be proficient in reading..

### ***Needs Assessment***

Forty-nine percent of the total population met the 44 percent reading at level 3 or higher criteria as required by No Child Left Behind (NCLB). Forty-two percent of African-American subgroup, 43 percent of the Economically Disadvantaged subgroup, and 12 percent of the Students with Disabilities subgroup met the required percentage for NCLB.

Based on the 2005-2006 Florida Comprehensive Reading Test, 49% of the student scored level 3 or above. Sixty-nine percent of the student population made learning gains in reading, while 73 percent made adequate yearly progress.

Data shows the weakest areas in reading are words/phrases and reference/research. Students must learn how to use a variety of strategies to analyze words and text, draw conclusions; demonstrate consistent and effective use of vocabulary; and use a variety of reference materials to gather information for research topics.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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, 51% of students in grades six through eight will score level 3 or higher on the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51% of African-American students will score level 3 or higher on the administration of the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51% of Economically Disadvantaged students will score level 3 or higher on the administration of the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51% of Students With Disabilities will score level 3 or higher on the administration of the 2007 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize READ 180 Program: Level 1 and Level 2 students.	Assistant Principal and Reading Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide inclusion model that enables students to participate in general education core classes.	Assistant Principal, Special Education Chair, Inclusion and General Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Accelerated Reader to monitor reading achievement of students.	Assistant Principal and Language Arts Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize FCAT Explorer to monitor reading achievement of students.	Assistant Principal and Language Arts Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Administer Fabulous Days practice: Teacher made packet	Assistant Principal and Classroom Teachers	11/03/2006	02/15/2007	District Strategic Plan	\$3000.00
Implement the MAZE through reading with emphasis on content area classes.	Assistant Principal and Classroom Teachers	08/14/2006	02/28/2007	District Strategic Plan	\$0.00
Utilize and implement 2nd block sustained silent reading initiative schoolwide to improve student reading skills.	Assistant Principal and Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement Creating Independence Thru Student Owned Strategies (CRISS) to provide students with differentiated instruction.	Assistant Principal and Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$100.00
Identify Level 1 and most Level 2 through the CIM and enroll students in Intensive Reading classes.	Principal, Assistant Principal, and Counselors	07/06/2006	08/10/2006	District Strategic Plan	\$120000.00
Implement a schoolwide tutorial program: Saturday Academy/After School that provides opportunities for African-American, Economically Disadvantaged and Students	Principal, Assistant Principal and Teachers	10/21/2006	05/26/2007	District Strategic Plan	\$5000.00

with Disabilities to improve reading skills.					
Develop a Data Inservice utilizing CIM to link data to instruction.	Principal, Administrative Team	08/11/2006	08/11/2006	District Strategic Plan	\$0.00
Identify advanced classes/gifted classes to maintain level 3 and higher students.	Assistant Principal, Guidance Counselors, and Classroom Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

The following programs will be used: McDougal Littell, The Language of Literature for Grade 6, Grade 7, and Grade 8 respectively; and READ 180 comprehensive reading intervention program.

## Professional Development

Data Analysis:

1. Linking data to instruction - August 11, 2006
2. Professional Learning Communities - August 11, 2006
3. Integrating Differentiated Instruction and Understanding by Design - 2006-2007
4. CRISS Training - September, October 2006
5. CIM - October 2006
6. Academy of Reading Inservice - September 22, 2006

## Evaluation

This objective will be evaluated by the 2007 Florida Comprehensive Assessment Test (FCAT). Progress monitoring will occur utilizing interim assessments and other teacher-made assessments. Student Reading Lists will be collected and reviewed by teacher. The following steps will be utilized to assess the tutorial program: administer a teacher-made pre- and post-test; maintain student rosters; monitor progress of level 1 and level 2 students based upon the MAZE.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 2 STATEMENT:***

All students will be proficient in mathematics.

### ***Needs Assessment***

Seventy-one percent of the total population met the 50% mathematics at or above grade level criteria required by No Child Left Behind (NCLB), while only 35 percent of African-American subgroup, 42 percent of Economically Disadvantaged subgroup, and 12 percent of Students With Disabilities subgroup met the required percentage on NCLB.

The data indicates that 53 percent of students in grades 6-8 met high standards (level 3) in Mathematics, a gain of 4 percentage points. Forty-four percent of grade 6 students scored a level 3 or above on the 2006 FCAT Mathematics Test as compared to 35 percent on the 2005 administration. Forty-four percent of grade 7 students scored the State mastery level of 3 on the 2006 FCAT Mathematics Test, compared to 40 percent on the 2005 administration of the FCAT Mathematics Test, an increase of four percentage points. Fifty percent of grade 8 students scored a level 3 or above on the 2006 FCAT Mathematics Test, compared to 49 percent of students scoring a level 3 or above on the 2005 FCAT Mathematics Test, an increase of one percentage point on the 2006 FCAT Mathematics Test.

The test revealed as a school, the weakest area is measurements. The students are having difficulty understanding the use of concrete and graphic models to derive formulas for calculating areas of measurements. The second weakest area was Algebraic Thinking. This indicates that students must improve their abilities to describe, analyze, and generalize a wide variety of patterns, relations and functions. They must also better use expressions, equations and inequalities to represent and interpret situations. These stages will connect through discussion labs and a variety

of hands-on mathematical activities. The strongest area was number sense.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, 56% of students in grades six through eight will meet the state required mastery level on the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56% of African-American students will score level 3 or higher on the administration of the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56% of Economically Disadvantaged students will score level 3 or higher on the administration of the 2007 FCAT Mathematics Test.

Given instruction based upon the Sunshine State Standards, 56% of Students With Disabilities will score 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		
Test monthly benchmarks and analyze student results.	Assistant Principal, Department Chair, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize information obtained from Professional Learning Communities activities to improve delivery of instruction.	Principal, Classroom Teachers, Department Chairs and Assistant Principals	08/11/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Mathematics Computer Lab to improve mathematics skills of students.	Assistant Principal, Teachers of Mathematics/Department Chair	08/11/2006	05/30/2007	District Strategic Plan	\$31500.00
Implement Fabulous Days to improve mathematics achievement schoolwide	Assistant Principal and Classroom Teachers	11/03/2006	02/15/2007	District Strategic Plan	\$3000.00
Utilize CIM and monitor department meetings for implementation of strands/cluster/scope and sequence to make adjustments in instructional strategies.	Assistant Principal and Department Chair	08/11/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize FCAT Explorer at home and schoolwide to ensure that some students maintain level 3 and higher, while level 1 and 2 students strive to meet state criteria.	Assistant Principal and Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Enroll Level 1 and Level 2 students in Intensive Mathematics classes.	Principal, Assistant Principal, Counselors	07/07/2006	05/30/2007	District Strategic Plan	\$61000.00
Implement A+ and Riverdeep schoolwide to enhance individual math skills.	Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

The following programs will be used: Prentice Hall Mathematics Textbook, Glencoe Mathematics Textbook, and McDougal Littell Mathematics Textbook.

## **Professional Development**

Data Analysis: Linking data to instruction - August 11, 2006

Department Chair Training - 2006 -2007

Time Math Academy: Cognitive Tutor - July 2006

Graphing Calculators - 2006 - 2007

## **Evaluation**

This objective will be evaluated by the 2007 FCAT Mathematics Test. Also, research-based software will be used to diagnose and monitor progress in Mathematics. The following steps will be utilized to assess the tutorial program: administer teacher-made pre- and post-test and maintain student rosters.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

All students will be proficient in writing.

### **Needs Assessment**

The data indicates that students in grade 8 increased their writing scores by four percentage points. Scores of the 2006 FCAT Writing Test indicate that 96 percent of students in grade 8 scored 3.0 or higher, an increase of four percentage points above scores attained on the 2005 FCAT Writing Test. Scores on the 2006 FCAT Writing Test indicate that 82 percent of students in grade eight scored 3.5 or higher, an increase of nine percentage points above scores on the 2005 administration. Scores on the 2006 FCAT Expository Writing Test indicate that the mean of percent 3.5 and above attained by grade eight students is 81 percent. This is an increase of five percentage points above the scores of the 2005 administration. Scores of the 2006 FCAT Persuasive Writing Test indicate that the mean of percent 3.5 and above attained by the grade eight students is 83 percent. This is an increase of 12 percentage points above the 2005 administration. All subgroups met Adequate Yearly Progress requirements on the 2006 FCAT Writing Test. The total percentage of students making Adequate Yearly Progress increased 4 percent from 92 percent to 96 percent. An analysis of data indicates that students be afforded the opportunity to continue to practice the writing skills that encompass the elements of focus, organization, support, and conventions. Practice should include writing extended responses to content-based questions and giving written rationales for project results as per the requirements of social studies and science. Students should also continue to practice models of persuasive essays which include examples of political speeches, editorials, and commercials. The combined writing mean scale score on the 2006 test was 3.8, an increase of .2 points from the 2005 administration.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, 83 percent of the students in eighth grade will score 3.5 or higher on the 2007 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize a variety of vocabulary strategies and grammar activities to improve writing skills.	Assistant Principal and Language Arts Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Instruct students how to respond to a writing prompt for persuasive and expository five paragraph essay writing.	Assistant Principal and Language Arts Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide opportunity for students to participate in journal writing in all language arts classes.	Principal, Assistant Principal, and Language Arts Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Analysis of District Pre- Writing Test with Holistic scoring and adjust instructional strategies.	Assistant Principal, and Language Arts Teachers	09/12/2006	09/12/2006	District Strategic Plan	\$300.00
Utilize CIM and implement curriculum maps with instructional focus calendars from the District Competency-based Curriculum and the Sunshine State Standards (SSS) emphasizing weekly focus lessons in writing in sixth, seventh, and eighth grade language arts classes.	Assistant Principal and Language Arts Teachers	08/10/2006	05/30/2007	District Strategic Plan	\$1500.00
Implement a grade level writing approach. Grade six - focus prompts - expository; Grade seven - expository and prompts - persuasive; Grade eight - prompts - expository and persuasive	Assistant Principal and Language Arts Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Write Traits process in order to increase students' ability to write highly proficient essays.	Assistant Principal and Language Arts Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$250.00

### Research-Based Programs

The following programs will be used: Curriculum framework materials provided by the District, McDougall Littell, and Write Traits for rubric scoring of sample writing papers.

## **Professional Development**

1. Best Practices Inservice on Thesis Statement.
2. Holistic Scoring.
3. Implementation of the Write Traits Program - first semester.
4. Writing strategies - second semester.

## **Evaluation**

This objective will be evaluated by the 2007 FCAT Writing Test. Also, student achievement will be monitored through pre and post writing tests and journal writing.

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 4 STATEMENT:***

All students will be proficient in science.

### ***Needs Assessment***

Eighteen percent of grade 8 students scored a level 3 or above on the 2006 FCAT Science Test. Students will participate in science labs with emphasis on scientific method and how it relates to everyday life, critical thinking skills, and use science process skills to interpret data. Data indicates that the school's scores for eighth grade students who took the 2006 FCAT Science Test are quite similar to those attained by the District and the State. Data indicates that the weakest area in science is scientific thinking. During the 2006 administration of the FCAT Science Test, Life and Environmental science was the strongest area for that population of eighth grade students.

Students need practice applying scientific processes. They must recognize the impact of technology as it relates to society. The mean points earned by content on the 2006 FCAT Science Test indicated that scores were almost identical in physical and chemical when one compared the mean percentage earned on the 2005 FCAT Test (.46) 6/13 with the 2006 FCAT Science Test (.45) 5/11. Students need more experiences that apply scientific method and inquiry skills. The mean scores in scientific thinking decreased from 6/13 to 5/14. Students need more experiences that apply scientific method and inquiry skills.

## Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in eighth grade will score level 3 or higher on the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor classroom instruction for all students through lesson plans, benchmark assessments, and quarterly tests.	Principal, Assistant Principal and Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize vertical teaming strategies within the department and across grade levels in science.	Assistant Principal and Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize reciprocal teaching techniques to increase student comprehension in science content.	Assistant Principal and Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize science software i.e., Advanced Learning Systems, to provide virtual science laboratory experiences and to enhance student skills in science.	Assistant Principal and Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement classroom activities and project based learning (which includes weekly laboratories, cooperative grouping, and problem solving strategies) utilizing research based software to provide all students with an inquiry-based science approach which employs all of the elements of the scientific method to further the development of science process skills.	Assistant Principal and Science Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$3000.00
Implement articulation procedures with elementary and high school feeder pattern schools in an effort to identify students eligible for gifted and advanced academic programs.	Assistant Principal and Science Teachers	11/14/2006	05/22/07	District Strategic Plan	\$0.00
Provide Saturday Academy sessions in science that allow parents and students to work together to improve students' science skills.	Assistant Principal, Principal and Science Teachers	10/21/2006	05/30/2007	District Strategic Plan	\$5000.00
Implement and utilize a curriculum map and scope and sequence that will integrate Earth and Space Science benchmarks throughout the eighth grade science curriculum, while using CIM.	Assistant Principals, Principal and Science Teachers	08/14/2006	05/21/2007	District Strategic Plan	\$1500.00

## **Research-Based Programs**

The following programs will be utilized: Glencoe Comprehensive Science Text, Holt Earth Science, and Riverdeep.

## **Professional Development**

Provide training in the following:

1. Graphing Calculators - 2nd Semester
2. Assess2Learn - 2006-2007
3. Data Collectors - 2nd Semester
4. Probe ware - 2nd Semester
5. Laboratory Preparation and Safety - 3rd Semester
6. Riverdeep - 2006-2007
7. Glencoe Virtual Learning Lab - 2006 - 2007
8. Bottle Rocketry - October 28, 2006

## **Evaluation**

Performance in science will be evaluated by scores attained on the 2007 FCAT Science Test. School developed science pre-test will be compared to science post-test. Project-based activities will be evaluated also.

## 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 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 type="checkbox"/>

### ***GOAL 5 STATEMENT:***

Parents will become more involved in the school.

### ***Needs Assessment***

Some parents at Richmond Heights Middle School are mobile; therefore, it is difficult to involve them in the education of their students. These parents tend to be unfamiliar with the basic operation of the school system, state assessments, parenting skills, and student promotion requirements. Some of our parents are single parents, and others may have one to two jobs in order to provide adequately for their families. They have limited time to attend to their students' academic and social needs. Only 132 parents joined the PTSA during the 2005-2006 school year. Other parents are guardians i.e., grandparents, and group home parents due to placement of students in foster homes or the absence of the biological parent. Some of our parents are new to the country and are unfamiliar with the language, customs, mores, and education system. It is important that the school embrace these parents to ensure the success of these students in school. They need training and assistance that will enable them to provide support to their students.

## Measurable Objective

Given data regarding parental involvement, 160 parents will join the Parent/Teacher/Student Association (PTSA) as documented by the 2006-2007 PTSA roster.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parents to use the school's Parent Resource Center.	Administrators and Community Involvement Specialist	08/21/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize Community Involvement Specialist to visit homes, to mail communications and to coordinate parent workshops with teachers and administration.	Administrators and Community Involvement Specialist, Counselors	08/21/2006	05/30/2007	District Strategic Plan	\$9500.00
Encourage parents to attend Parent Academy. PTSA Standard #II	Administrators	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Invite parents to attend monthly parent day activities and PTSA meetings at the school. PTSA Standard #I	Administrators	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Encourage Title I parents to participate in Saturday Academy sessions with their student(s). PTSA Standard #III	Administrators, Counselors and Teachers	10/21/2006	05/25/2007	District Strategic Plan	\$0.00
Encourage PTSA to meet monthly and conduct a membership drive.	Principal	08/10/2006	06/30/2007	District Strategic Plan	\$0.00
Announce PTSA meetings in flyers	PTSA President	08/10/2006	06/30/2007	District Strategic Plan	\$0.00
Conduct high school transition information night for parents of eighth grade students.	Administrators and Eighth Grade Counselor, Student Services Chair	09/14/2006	10/26/2006	District Strategic Plan	\$0.00
Prepare a student/parent handbook that explains school procedures, policies, and tips for parents dealing with the middle school child.	Administrators	06/27/2006	08/14/2007	District Strategic Plan	\$9500.00
Provide Parent Internet Viewer so that parents can review student academic progress on-line.	Administrators and Computer Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Connect-ED system to inform parents of events, e.g. PTSA membership drive, fund raisers	Principal	08/10/2006	05/30/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

The following programs will be used: Just Read Florida!, National Standards for Parent Involvement, Program: Families Building Better Readers “Blue Print Activities” and PTA National Standards.

## **Professional Development**

1. Title I Parent Meetings (Parent Advisory Council/District Advisory Council Meetings)
2. PTSA meetings
3. EESAC meetings
4. Regional Center VI/District PTSA trainings
5. Parent Academy Workshops
6. Connect-ED Training for selected staff

## **Evaluation**

This objective will be evaluated by using rosters/logs from the following: Workshop attendance, Saturday Academy, Community Specialist’s visits, Parent/Teacher/Student Association, Education Excellence School Advisory Council, Counselors' logs of parent conferences.

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

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

### ***GOAL 6 STATEMENT:***

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

### ***Needs Assessment***

As per the Miami-Dade County Public Schools COGNOS Suspension reports, Richmond Heights Middle School had 337 out-of-school suspensions during the 2005-2006 school year. There is a need to keep students in school and to decrease outdoor suspensions in order to ensure academic success.

## Measurable Objective

Given the need to keep students in school, the school will have 304 or fewer out-of-school suspensions as documented by the 2006-2007 COGNOS Suspension Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Saturday Academy as an alternative to suspensions.	Assistant Principal	10/21/2006	05/25/2007	District Strategic Plan	\$0.00
Utilize team discipline plan.	Administrators and Team Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement Character Education through advisement.	Administrators and Counselors	09/12/2006	05/22/2007	District Strategic Plan	\$0.00
Plan and conduct New Student Orientation Night where the Code of Student Conduct is reviewed for new parents and students.	Administrators	08/10/2006	08/17/2006	District Strategic Plan	\$0.00
Implement Peer Mediation program.	Administrators and Counselors	10/14/2006	05/22/2007	District Strategic Plan	\$0.00
Conduct grade level articulation meetings utilizing the student handbook to provide awareness of school's policies and procedures.	Administrators, Teachers and Counselors	08/21/2006	05/01/2007	District Strategic Plan	\$0.00
Develop a Crisis Management Plan which identifies members as well as roles and responsibilities of each; coordinators and response team members.	Principal	08/14/2006	6/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

NA

### Professional Development

1. Review the faculty handbook, especially the sections on Referral Process and Classroom Management.
2. Conduct monthly meetings with teachers new to the school to review strategies for effective classroom management.
3. Conduct Peer Mediation inservice.
4. Participate in Crisis Management training - selected members of the Crisis Team.

## **Evaluation**

This objective will be evaluated via a comparison of the 2005-2006 COGNOS Suspension Reports with the 2006-2007 COGNOS Suspension Reports.

## 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.)

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

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

### ***GOAL 7 STATEMENT:***

The school will integrate technology in all curricular areas.

### ***Needs Assessment***

The 2004 STaR school profile indicates that teacher use of technology scored a 2.7 on a scale of 4. Additionally, students scored a 3.0 out of 4 for technology standards. This indicates that teachers are not providing adequate technology access to students. In order to increase teacher and student usage, there is now a math lab in addition to two reading classes with complete computer access for all students. The majority of classrooms have a minimum of three computers, and all students have access to the media center, which permits access to the Local Area Network and Wide Area Network.

## Measurable Objective

Given an increased emphasis on the use of technology, teacher usage of technology will improve based upon inservice logs and lesson plans.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Accelerated Reader and Accelerated Mathematics Programs.	Assistant Principal and Computer Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide access to wireless portable lab for students.	Assistant Principal, Computer Specialist and Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue partnership with LINKS Incorporated.	Principal and LINKS liaison	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide teacher training on how to utilize FCAT Explorer schoolwide	Assistant Principal and Language Arts and Mathematics Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide teacher training on how to access on-line mathematics textbook resources for all students in the mathematics lab.	Assistant Principal and Mathematics Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize electronic gradebook to maintain and monitor student progress.	Assistant Principal, Teachers and Computer Specialist	08/14/2006	06/01/2007	District Strategic Plan	\$0.00
Provide READ 180 training for selected teachers.	Computer Specialist	08/14/2006	06/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

The following programs will be used: READ 180, Glencoe and Prentice Hall on-line textbook resources, A+ and Brain Child.

### Professional Development

1. FCAT Explorer inservice
2. A+ inservice
3. Electronic gradebook inservice for teachers new to the school 2006-2007
4. READ 180 inservice 2006-2007
5. Textbook resources online training 2006-2007

## **Evaluation**

This objective will be evaluated via FCAT Explorer report, math lab rosters, Accelerated Reader and Accelerated Math reports, nine-week grade data and next publication of Star school report.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

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

**GOAL 8 STATEMENT:**

The school will promote the overall health and fitness of students. The school will align its physical fitness program with the national Standards for Physical Education.

**Needs Assessment**

Data indicates that 84 percent of 419 students enrolled in physical education classes during the 2005-2006 school year participated in the FITNESSGRAM program and were award recipients. Of those students, 342 received awards: gold – 229 and silver – 113. There is a need to improve the number of students receiving awards.

## Measurable Objective

Given instruction in physical education standards, 85 percent of the students participating in the FITNESSGRAM program will receive a gold or silver award as measured by the 2006-2007 FITNESSGRAM when compared to the 2005-2006 school year's percentage of award winners.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Assistant Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Develop an action plan for school to insure input from the department to meet the goals and objectives as stated.	Assistant Principal and Department Chair	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the FITNESSGRAM, administer a pre-test to determine baseline measures. Comparing pre- and post-test data will provide valid measures of student/school improvement. This will further provide feedback to each teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives.	Assistant Principal and Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Ensure that activities emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Assistant Principal and Physical Education Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

1. Coaches' training on administration of the FITNESSGRAM.
2. Data entry training for coaches.

## **Evaluation**

The School will administer a pre- and post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program. Based upon the school's current enrollment in physical education classes, 413 students will receive gold or silver awards during the 2006-2007 school year.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

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

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

**GOAL 9 STATEMENT:**

The school will sustain a viable Fine Arts/Performing Arts Program.

**Needs Assessment**

Arts programs are losing participation due to FCAT remediation classes in mathematics and reading. Last year there were 288 students in the program compared to 472 in the 2004-2005 school year. It is necessary to increase the number of students participating in after school fine arts programs which will provide opportunities for performers. Counselors will need to encourage eligible students to participate in the Arts programs.

## Measurable Objective

Given instruction in the fine or performing arts, the school will increase the number of performance opportunities for students in 2006-2007 by five performances when compared to the number in 2005-2006 school year, as documented by permission slips and programs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students for appropriate placement.	Assistant Principal and Counselors	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Monitor attendance at fine or performing arts activities.	Administrators and Dance Teacher	10/24/2006	05/30/2007	District Strategic Plan	\$0.00
Continue to encourage student participation in a drama club.	Administrators and Drama Teacher	09/19/2006	05/30/2007	District Strategic Plan	\$1150.00
Encourage teachers to participate in inservices designed to enhance their skills to impact student participation in fine/performing arts.	Administrators and Teachers	08/14/2006	06/01/2007	District Strategic Plan	\$0.00
Encourage students to participate in after school fine/performing arts activities.	Administrators, Counselors, Teachers	08/14/2006	06/30/2007	District Strategic Plan	\$0.00
Provide information about fine or performing arts program to students during articulation.	Assistant Principal and Counselors	01/13/2006	04/7/2007	District Strategic Plan	\$0.00
Encourage students to participate in contests and competitions.	Assistant Principal and Teachers	08/14/2006	05/18/2007	District Strategic Plan	\$0.00

### Research-Based Programs

NA

### Professional Development

1. Florida Grand Opera Teacher Workshop
2. Beginning Music Teacher Inservice
3. String Workshop - 2006 - 2007
4. FAHPERD Conference - for Dance Division
5. Jr. Thespians District 4 Workshop - September 9, 2006
6. UM Honors Choir Workshop - 2006-2007
7. Superintendent's Honors Festival 2006-2007
8. Sight-reading and choral rehearsal techniques - October 2006

## **Evaluation**

This objective will be evaluated by analyzing data and making a comparison between the number of fine/performing arts participations during the 2005-2006 school year and number of fine/performing arts participations during the 2006-2007 school year.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

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

***GOAL 10 STATEMENT:***

Richmond Heights Middle School will rank at or above the 81st percentile statewide in the Return On Investment (ROI) index of value and cost effectiveness of its programs.

***Needs Assessment***

The most recent data supplied from the Florida Department of Education indicates that in 2005 Richmond Heights Middle School ranked at the 78th percentile on the State of Florida ROI index.

## Measurable Objective

Richmond Heights Middle School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 78th percentile in 2005 to the 81st percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrators	08/14/2006	06/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation	Administrators	08/14/2006	06/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	08/8/2006	06/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators	08/8/2006	06/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

NA

### Professional Development

1. Conduct an inservice on budget.

### Evaluation

This objective will be evaluated based upon the next State of Florida ROI index publication. Richmond Heights Middle school will show progress toward reaching the 81st percentile.

## *EESAC Compliance*

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

### ***Budget:***

The Educational Excellence School Advisory Council (EESAC) participated in a mini-in-service on budget. They recommended using EESAC funds toward the purchase of the Fabulous Days FCAT practice, the student handbook, and the purchase of books for teacher training.

### ***Training:***

The Principal provides training in budget and FCAT data analysis. Each department presents information which supports the school-wide initiative to improve FCAT reading, writing, mathematics, and science scores.

### ***Instructional Materials:***

Each department presents materials to provide examples of how they attain goals. The School's Improvement Plan objectives are assigned to EESAC members to develop and monitor.

### ***Technology:***

As part of the department monitoring, EESAC members enforce the presentation of technology as it relates to the improvement of FCAT scores; for example, ACALETICS, FCAT Explorer, Accelerated Reader, A+, and Riverdeep, and CD roms/programs via the math lab.

### ***Staffing:***

EESAC recommends that we continue to lower class sizes in compliance with State requirements.

### ***Student Support Services:***

The Educational Excellence School Advisory Council recommends possible presenters in classrooms. Various EESAC members will sponsor parent involvement workshops in conjunction with Richmond Heights Middle School's PTSA.

***Other Matters of Resource Allocation:***

Family Literacy

In order to promote family literacy the school provides a library of parenting resources that families can access in the front of the school.

***Benchmarking:***

The school's objectives are assigned to EESAC members who monitor progress. Department chairs will present monthly updates to the EESAC. The Educational Excellence School Advisory Council will provide recommendations for expected levels of achievement and evaluation.

***School Safety & Discipline:***

The Educational Excellence School Advisory Council recommends that school hire security monitors based upon the District's allocation formula.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$128,100.00
Goal 2: Mathematics	\$95,500.00
Goal 3: Writing	\$2,050.00
Goal 4: Science	\$9,500.00
Goal 5: Parental Involvement	\$19,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$1,150.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$255,300.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*