
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6841 - Shenandoah Middle School

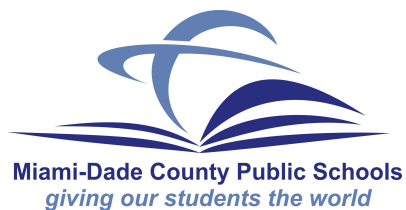
FeederPattern: Miami Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Lourdes Delgado

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Shenandoah Middle School

Shenandoah Middle School, established in 1940, is a historically rich building, canopied by oak trees, palms, and tropical landscaping. The building is nestled between picturesque Little Havana and beautiful Coral Gables. Shenandoah Middle School's population is mostly Hispanic, of low socio-economic status, with limited English proficiency and with little insight into institutional settings such as schools.

The Museums Magnet program at Shenandoah Middle School combines the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. The program strives to use instructional strategies such as Visual Thinking Strategies, founded in the humanities, that allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. The Museums Magnet Program will cultivate and secure this new learning environment through professional development, community outreach, and a new generation of museum goers.

The goal of the Extended Foreign Language Program at Shenandoah Middle School is to develop bilingual, biliterate, and bicultural students capable of leadership and able to function in the multilingual society of the global economy. To become bilingual and biliterate, or to maintain these skills and abilities, a student must not only learn the language, but also use the language to learn. Therefore, the bilingual program at Shenandoah Middle School requires one class period of Spanish language arts curriculum and two class periods of basic subject area instruction in Spanish.

The Spanish language arts curriculum further develops and enriches the language arts skills while familiarizing the students with the Hispanic culture and exposing them to the richness of their bicultural heritage. The content areas taught in Spanish vary from grade to grade. The curricular learning objectives of all courses are the same regardless of the language used for instruction. Reading and technology are also emphasized and utilized as teaching tools in all curricular offerings in order to prepare students for their emergence into a global society.

Given reading instruction in the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given reading instruction in the Sunshine State Standards, Limited English Proficiency students will improve their reading skills as evidenced by a 35 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given reading instruction in the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by a 36 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

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

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by a 22 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by a 23 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their mathematics skills as evidenced by a 40 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by a 43 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will increase their writing proficiency by 1% on the 2007 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, eighth grade students will improve their science skills as evidenced by 17% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science Test.

Parent participation through school sponsored events during the 2006-2007 school year will increase by three percentage points from that of the 2005-2006 school year as evidenced by attendance records.

Given the implementation of the school safety and discipline plan, the total number of indoor and outdoor suspensions for the 2006-2007 school year will decrease by ten percent as compared to the number of suspensions for the 2005-2006 school year.

Given instruction in computer skills, sixth, seventh and eighth grade students at Shenandoah Middle School will increase the use of technology as evidenced by 65% of the students in the Social Studies and Language Arts classes presenting multimedia projects.

Given the implementation of the FITNESSGRAM Program, twenty-five percent of students enrolled in physical education will achieve a passing score on the FITNESSGRAM assessment as evidenced by the

student performance score recorded in March 2007.

Student created art will increase by 5% in the 2006-2007 school year as compared to the number of student created art in the 2005-2006 school year.

Shenandoah Middle School's Return on Investment percentile ranking will increase by at least one percentile point.

Whereas the faculty and staff members rated the school very high in all areas with an overall average of 4.5 on a five-point scale, the results of the Organizational Performance Improvement Snapshot Survey indicated that the greatest need for improvement were in the areas of Strategic Planning (4.4) and Process Management (4.4). In the Strategic Planning category the main concern was the need to be included in planning for the future. Of particular concern in the Process Management category was the teacher's ability to get all of the resources needed to meet expectations. As result, the administrative team plans to convene a leadership team that will include team leaders, department chairs, and EESAC members who will then share and compile ideas from staff and faculty.

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.

Shenandoah Middle School

VISION

Shenandoah Middle School students can and will achieve educational standards when they are made to feel important, when they are expected to do well, when they are engaged in challenging and meaningful work, and when they are supported by a unified community of teachers and parents. Through our new Museums Magnet program, Shenandoah Middle School will combine the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. Our goal is to enable all students to be lifelong learners, productive workers, responsible citizens, and thoughtful participants in their families and global community.

MISSION

The Shenandoah Middle School stakeholders believe that students deserve a positive learning environment to nourish the growth and mastery of intellectual, social, cultural, and emotional skills. The improvement and enhancement of academic performance will be accomplished through programs that increase students' proficiency levels in reading, mathematics, science, social studies, humanities, and academic excellence. Additionally, our Museums Magnet program strives to use instructional strategies, founded in the humanities, which allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. We will continue to emphasize and increase the use of technology and the active support of community resources such as businesses, industries, universities, cultural partners, and parents to support our academic programs, thereby preparing students to enter post-secondary education and employment in the 21st Century.

CORE VALUES

We pursue the highest standards in academic achievement and organizational performance. We build positive relationships through honesty, respect, and compassion, which enhance the self-esteem, safety, and well-being of our students, families, and staff. We foster an environment that serves all students and aspires to eliminate the achievement gap. We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

The ethnic composition of Shenandoah Middle School of ninety-three percent Hispanic, one percent Asian, three percent White, and three percent African American represents the rich cultural diversity of Miami-Dade County where many of the students are foreign born with roots in South America, Central America, and Caribbean countries. The student population of 1,115 includes standard curriculum students (72 percent), Exceptional Student Education (ESE) (13 percent), and Limited English Proficient (LEP) students (15 percent). The Exceptional Student Education population can be further broken down as follows: forty-seven gifted, seventy-seven specific learning disabled, seven emotionally handicapped, and eight educable mentally handicapped students. The school averages ninety-five percent in daily attendance and has a mobility rate of fifteen percent.

Shenandoah Middle School provides educational services based on the Sunshine State Standards to students in grades six through eight. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in language arts, reading, mathematics, and science. Through our Museums Magnet program, Shenandoah Middle School combines the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. The magnet program uses instructional strategies founded in the humanities, which allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. Furthermore, the school has instituted an Extended Foreign Language Program whose goal is to develop bilingual and bicultural students who will be prepared to meet the challenges for the world of tomorrow. In order to provide additional support for the District's Comprehensive Reading Plan, the school offers intensive reading to all students in grades six through eight scoring at levels 1 and 2 on the reading portion of the Florida Comprehensive Assessment Test (FCAT), the Accelerated Reader Program, STAR, and READ 180. School-to-home connections are fostered in students' home language through access to the school's website and through newsletters designed to keep parents and students abreast of developments in the school's curriculum and in extracurricular activities. During school and after school tutoring are provided for students in all three grade levels. Teachers across the curriculum have been trained in and are implementing CReating Independence Through Student-Owned Strategies (CRISS) in their classrooms. Title I funding is used to provide additional teachers and paraprofessionals for the classroom, to enhance the existing curriculum, to lower class sizes, to provide for additional reading classes, and for a reading specialist.

Shenandoah Middle School employs 4 administrators, and 57 classroom teachers, 2 guidance counselors, 1 reading coach, 1 career specialist, 1 trust counselor, 1 library media specialist. Of the teaching staff, 25 hold advanced degrees and 2 teachers are National Board certified. The ethnic composition of the faculty members is as follows: 19 White, 36 Hispanics, and 10 African-Americans. Overall, 35 of the faculty members have over 10 years of teaching experience and 5 are beginning teachers.

School Foundation

Leadership:

Shenandoah Middle School's leadership earned a rating of 4.6 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that staff members know what the organization is trying to accomplish and are guided by its mission and vision. Additionally, the survey indicates that the staff feels that there is a positive working environment where all staff is appreciated. An area which needs to be addressed within the leadership category deals with staff input and ideas.

District Strategic Planning Alignment:

Shenandoah Middle School's strategic planning earned a rating of 4.4 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that the staff works together to achieve common goals and objectives. An area which needs to be addressed within the strategic planning section deals with the importance of teachers' contributions and that their efforts and opinions are valued.

Stakeholder Engagement:

Shenandoah Middle School's customer and market focus earned a rating of 4.6 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that staff recognizes and works with its customers. Additionally, staff is empowered to make decisions that lead to the resolution of customer concerns. An area which needs to be addressed within the customer and market focus section deals with how the staff acquires important information needed in order to perform their job.

Faculty & Staff:

Shenandoah Middle School's human resource focus earned a rating of 4.5 on a 5-point scale on the Organizational Performance Improvement Snapshot. The survey reflects that staff works cooperatively with others and that they feel appreciated. Additionally, staff is encouraged to engage in professional growth opportunities. An area which needs to be addressed within the human resource focus section deals with how the staff are able to make changes in order to improve their job.

Teacher Mentoring Programs:

At the start of every school year, all beginning teachers are paired with a mentor teacher within their department and grade level. They are also assigned to a Professional Growth Team to begin long range planning and complete short-term goals. Additionally, all beginning teachers must attend informational sessions throughout the year, which include district and site sponsored orientations. Department chairpersons, team leaders, and administrators are also instrumental in beginning teachers' professional growth, by observing their classes and giving constructive feedback on their observations. Furthermore, in order to ensure success, the administrative teams maintain an open door policy.

Data/Information/Knowledge Management:

The faculty and staff of the school are involved in the use and sharing of student assessment and achievement data.

Teachers meet within their departments in order to review data collection from district and school generated assessments. The departments work collaboratively to make sure that activities are aligned with the Sunshine State Standards, curriculum maps, and Museums Magnet's goals and objectives. Based on the results of these meetings, staff plans in order to meet expected outcomes.

Education Design:

Shenandoah Middle School provides educational services based on the Sunshine State Standards to students in grades six through eight. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in language arts, reading, and mathematics. Through our new Museums Magnet program, Shenandoah Middle School combines the resources and collections of Miami-Dade's museums and cultural institutions to create innovative, multidisciplinary educational experiences for students, parents, and teachers. The magnet program uses instructional strategies, founded in the humanities, which allow students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources. Furthermore, the school has instituted an Extended Foreign Language Program whose goal is to develop bilingual and bicultural students who will be prepared to meet the challenges for the world of tomorrow.

Performance Results:

Based on the result of the survey, faculty and staff have become more aware of the need to reduce the number of Student Case Management Referral Forms (SCMS) and the need to lower suspension rates.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Teacher recruitment strategies involve participation in the District's Teacher Recruitment Fair, and careful screening of eligible applicants listed by subject area in the district's "Applicant Tracking System". Particular attention is given to their qualifying score prior to requesting an interview. Applicants are contacted by the Assistant Principal by phone, e-mail, or by mail to schedule an interview. An on-site personnel interview committee conducts initial screening of applicants. Final interviews of the most eligible candidates are conducted by the Principal and Assistant Principal for Curriculum.

To ensure the retention of reading teachers, support is provided through professional development that strengthens the knowledge base in reading, access to mentor teachers, and collaboration with colleagues are promoted.

• Highly Qualified, Certified Administrators:

Lourdes F. Delgado, Principal

Ms. Delgado has thirty years of experience in the field of education. Ms. Delgado worked as a teacher and an assistant principal prior to becoming the principal at Shenandoah Middle School. Ms. Delgado has certification in the areas of mathematics and vocational education and holds a Master's Degree in Educational Leadership. During her tenure with the Miami-Dade Public Schools, Ms. Delgado has worked with middle and senior high school students. At Shenandoah Middle School, Ms. Delgado has developed a myriad of innovative programs to meet students' needs including a school wide teaming process, an inclusion plan, a plan to address the District's Comprehensive Reading Plan, a tutoring schedule, a Museums Magnet Program, an Extended Foreign Language Program, and unique electives such as a Spanish Dance class taught by a world renowned artist, in order to raise expectations and increase student achievement. Her support for ongoing professional development of the instructional staff includes curriculum mapping, Creating Independence Through Student-Owned Strategies (CRISS), Read 180, infusion of technology in the classroom, writing across the curriculum, and the use of best practices in the classroom. As the Lead Principal for the feeder pattern, Ms. Delgado has worked to improve the articulation process among the feeder schools in order to improve student achievement.

Paulo De la Osa, Assistant Principal

Mr. De la Osa has 11 years of educational experience. Mr. De la Osa has an M.S. in Social Studies Education and a B.S. in Secondary Education from Nova Southeastern University. He has certification in the area of Educational Leadership and has been an assistant principal for one year. His duties as assistant principal at Shenandoah Middle School include cafeteria monitoring, 8th grade discipline, lunch applications, curriculum assistance, and the Social Studies and mathematics departments. His previous assignment with Miami-Dade County Public Schools was at Henry H. Filer Middle School. At Filer Middle School he was a teacher, team leader and 7th Grade Activities Coordinator. In addition, he served as Administrative Assistant in charge of transportation and discipline of all grade levels. Furthermore he was a member of the School Improvement Plan (SIP) committee, School Advisory Council (SAC), and the Leadership Development Institute for Teachers.

Mariana M. Gonzalez, Assistant Principal for Curriculum

Ms. Mariana M. Gonzalez has been in education for 25 years. She holds a Bachelor of Arts degree in English from the University of Miami, a Master's of Science degree in Reading and a Master's Degree in Administration and Supervision from Nova Southeastern University. She is certified in English (6-12), Science (5-9), Reading (K-12), and Administration and Supervision (K-12). She also holds an ESOL endorsement. Ms. Gonzalez began her teaching career at Palm Springs Middle School in 1980, where she taught Language Arts and ESOL. In 1985, she embarked upon her educational experience at Shenandoah Middle

School where she taught 6th, 7th, and 8th grade Language Arts/Reading. At the school, Ms. Gonzalez held leadership positions such as team leader and Language Arts Department Chairperson. In 1992, Ms. Gonzalez became an Assistant Principal at Miami Jackson Senior High School where she was responsible for curriculum matters and discipline. After four years, Ms. Gonzalez transferred to Shenandoah Middle School as an Assistant Principal for Curriculum where she monitors the curriculum, the District's Comprehensive Reading Plan, and the implementation of the School Improvement Plan. Additionally, she is responsible for teacher observations, SAC, school level budget, master schedule, articulation, ESOL program, student services department, clerical staff, substitute coverage, and PTSA.

Carol Sampson, Assistant Principal

Ms. Sampson holds a Bachelors degree in Chemistry and Mathematics from Alabama State University, a M.S. degree in Science from the University of Miami, and a Specialist Degree in Educational Leadership from Nova Southeastern University. During the past 14 years, Ms. Sampson has served the Miami-Dade County Public Schools as a teacher, science department chair, and Assistant Principal. She is currently the administrator responsible for the Science and Reading departments, school-wide student discipline, cafeteria monitoring, curriculum assistance, transportation, school climate survey, and monitoring of the School Improvement Plan. Ms. Sampson facilitates data-driven decision-making by providing Science and Reading teachers with all available data to enable them to analyze and monitor the ongoing progress of their students.

• Teacher Mentoring:

At the start of every school year, all beginning teachers are paired with a mentor teacher within their department and grade level. They are also assigned to a Professional Growth Team to begin long range planning and complete short term goals. Additionally, all beginning teachers must attend informational sessions throughout the year which include everything from lesson planning, holding parent conferences, and classroom management to making a great impression on Back to School Night. Department chairpersons, team leaders, and administrators are also instrumental in beginning teachers' professional growth by observing their classes and giving constructive feedback on their observations. Beginning teachers are encouraged to attend as many in-service training sessions as possible to assist with their professional development.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making relating to the school improvement and accountability. This authority is delineated in Florida Statute 1001.452, Miami-Dade County School Board Rule 6Gx13- 1B-1.031, and in Miami-Dade County Public Schools/United Teachers of Dade Contract, Article XXVI, Section 5.

• Extended Learning Opportunities

Shenandoah Middle School provides after school tutorials Monday through Thursday starting in September for students seeking additional assistance in reading, mathematics, and science. Staffed by certified language arts/mathematics/ESE /science teachers, these sessions target the needs of our basic students (FCAT Levels 1 and 2) as well as our AYP subgroups (Students With Disabilities, Limited English Proficient, African-Americans, White, Economically Disadvantaged students). Reading and Mathematics Benchmarks are specifically addressed using CRISS strategies and Reciprocal Reading strategies, which help to prepare the students for the FCAT.

In addition, FCAT level 1 and 2 students are scheduled into intensive reading and mathematics classes. ESOL students participate in the Home Language Assistance Program, a pull-out program provided during the school day, is staffed by a certified teacher who tutors ESOL students in the content areas.

Prior to the FCAT, all students have the opportunity to participate in our three-week FCAT Intensive Prep Classes, which takes place after school. Certified teachers staff review sessions in reading and mathematics benchmarks.

• **School Wide Improvement Model**

Shenandoah Middle School implements the 8-Step Continuous Improvement Model that is a data-driven, decision-making model for adapting instruction. Teachers start the year by disaggregating the data (by school, by classroom, by subject, and by student). Additionally, each department developed a timeline and instructional focus calendar to address the tested benchmarks based on their curriculum maps. Using state-adopted materials, focused benchmark lessons are delivered in the classroom. Additionally, mini-assessments are frequently used to determine mastery of the instructional program. Based on the outcomes of these assessments, students who do not master the assessed benchmarks are provided additional tutorials as part of the instructional program. Teachers are provided professional development opportunities by the school's Reading Coach and by publisher training sessions. In addition, teachers meet bi-weekly by departments and have team meetings twice a week. Department chairpersons meet bi-weekly, and the Literacy Leadership Team meets on a monthly basis. Finally, the administration of the school closely monitors the instructional delivery in the classroom in order to make adjustments whenever necessary using common planning and professional development for all staff.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students at Shenandoah Middle School will continue to improve their reading skills as measured by student learning gains on the 2007 FCAT administration.

Needs Assessment

District and State statistical data confirm that 49% of sixth graders, 49% of seventh graders and 31% of eighth graders at Shenandoah Middle School scored at or above level 3 on the 2006 FCAT administration. The results of the 2006 Adequate Yearly Progress Report indicate that 16% of the Limited English Proficiency students and 15% of Students With Disabilities made adequate yearly progress.

Sixth grade students scored highest in the Comparisons (64%) and Words/Phrases (55%) clusters. Seventh graders scored highest in the Main Idea/Purpose (60%) and Words/Phrases (57%) clusters. Eighth grade students scored highest in the Comparisons (63%) and Main Idea/Purpose (58%) clusters.

Sixth grade students scored lowest (50%) in the area of Reference and Research. Seventh grade students scored lowest (56%) in the areas of Comparisons and Reference and Research. Eighth grade students scored lowest (44%) in the area of Reference and Research.

There is a school-wide need to improve the Reference and Research skills of students.

Staff development will be provided to enhance instruction in Reference and Research skills for students in grades six through eight to increase student achievement in this area.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given reading instruction in the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given reading instruction in the Sunshine State Standards, Limited English Proficiency students will improve their reading skills as evidenced by a 35 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given reading instruction in the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by a 36 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parents with strategies to support reading achievement.	Principal, Administrative Team, Reading Coach, Community Involvement Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$300.00
Provide ongoing progress monitoring and analyze student assessment data from the MAZE and STAR assessments.	Principal, Administrative Team, Reading Teachers (MAZE), Language Arts Teachers (STAR)	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Establish two additional Read 180 laboratories for students enrolled in Intensive Reading classes.	Principal, Administrative Team, Reading Coach, Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$48000.00
Provide data-driven instruction to students enrolled in Intensive Reading classes using the 8-Step Continuous Improvement Model process.	Principal, Administrative Team, Reading Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Require teachers to utilize CRISS Strategies and Differentiated Instruction in all core subject area classes.	Principal, Administrative Team, Reading Coach, Core Subject Area Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$5500.00
Create theme-based units using the Understanding by Design (UbD) curriculum framework which will be evaluated using teacher created rubrics (Performance-based Assessments) to improve student achievement.	Principal, Administrative Team, Museums Magnet Lead Teacher, Language Arts and Social Studies Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$6000.00

Enrich student learning using Visual Thinking Strategies and Object-based Learning.	Principal, Administrative Team, Museums Magnet Lead Teacher, Language Arts and Social Studies Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$6000.00
Provide supplementary reading instruction to all students through tutorial reading services before, after school, and on Saturdays. A pre and post test will be administered to evaluate student progress.	Principal, Administrative Team, Reading Coach, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$12000.00
Identify students scoring at FCAT Achievement Levels 4 and 5 and place them in advanced, gifted, and/or honors academic programs.	Principal, Administrative Team, Advanced Academics Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the Reading Framework Model throughout all reading classes.	Principal, Administrative Team, Reading Coach, Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Enable students to access on-line FCAT enhancement programs, such as FCAT Explorer, via the Internet.	Principal, Administrative Team, Reading Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement vocabulary notebooks for Limited English Proficient (LEP) students and monitor on a quarterly basis.	Principal, Administrative Team, Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer inclusion classes to Students With Disabilities (SWD) co-taught by both an ESE teacher and a general education teacher in mathematics.	Principal, Administrative Team, SPED Department Chairperson, Language Arts Department Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

CORE PROGRAMS - Bridges to Literature, Prentice Hall Literature textbook and resource materials, Read 180, Reading Advantage

SUPPLEMENTAL PROGRAMS - Quick Reads, Jamestown Critical Reading Series, Classroom Libraries, Visual Thinking Strategies (VTS), Object-Based Learning, Performance-Based Assessment, Understanding by Design (UbD), and Differentiated Instruction.

Professional Development

Professional development will be provided to enhance reading instruction throughout the curriculum. Training in the 8-Step Continuous Improvement Model will be provided to all teachers. In addition, teachers will be provided ongoing training in CRISS strategies, Understanding by Design (UbD), Performance-Based Assessment, Differentiated Instruction, Visual Thinking Strategies and Object-Based Learning. Training on Student Performance Indicators (SPI) will be provided to all teachers in conjunction with how to use student achievement data to drive the instructional process. In-service training will be provided to teachers in the interpretation of Edusoft reports.

Evaluation

This objective will be evaluated by scores on the Reading portion of the 2007 FCAT and the District Interim Reading Assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Student performance on the 2007 FCAT Mathematics Assessment will increase.

Needs Assessment

The results of the 2006 FCAT Mathematics test indicate that 30% of students in grades six, 34% of students in grade seven and 34% of students in grade eight have scored at or above FCAT Achievement Level 3.

The 2006 Adequate Yearly Progress Report indicates that 33% of our Hispanic and Economically Disadvantaged students made adequate yearly progress, 16% of our Limited English Proficient, and 13% of our Students With Disabilities made adequate yearly progress.

Students in sixth and seventh grade scored highest in the Number Sense strand (56%). Eighth grade students scored highest in the Data Analysis (50%)strand.

Students in sixth grade scored lowest in the area of Algebraic Thinking (25%). Seventh grade students scored lowest on Measurement, Algebraic Thinking, and Data Analysis, all at 33%.

Eighth grade students scored lowest in Measurement and Geometry, both at 25%.

Staff development will be provided to enhance instruction in Data Analysis, Algebraic Thinking, Measurement and Geometry for the purpose of increasing student achievement.

NCLB SUBGROUP TARGET

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

Measurable Objective

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

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by a 22 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by a 23 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their mathematics skills as evidenced by a 40 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by a 43 percentage point increase in the number of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students scoring at FCAT Achievement Levels 4 and 5 for advanced, gifted, and/or honors academic programs and monitor these students' performance on periodic practice FCAT assessments in order to maintain their levels.	Principal, Administrative Team, Mathematics Teachers, Guidance Counselor	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Emphasize a school wide program focused upon the improvement of test taking techniques by administering Practice FCAT Tests according to weakest SSS Strand based on data from the 2006 FCAT results found on the Student Performance Indicator (SPI); teachers will use data from these tests to further direct instruction on the identified weaknesses.	Principal, Administrative Team, Mathematics Dept. Chairperson, Reading Coach, Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Offer inclusion classes to Students With	Principal, Administrative Team,	8/14/2006	5/30/2007	Inclusion	\$0.00

Disabilities (SWD) co-taught by both an ESE teacher and a general education teacher in mathematics.	Mathematics Teachers				
Create theme-based units using the Understanding by Design (UbD) curriculum framework which will be evaluated using teacher created rubrics (Performance-based Assessments) to improve student achievement.	Principal, Administrative Team, Museums Magnet Lead Teacher, Mathematics Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$2700.00
Object-based Learning will be used to enrich student learning.	Principal, Administrative Team, Museums Magnet Lead Teacher, Mathematics Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$2700.00
Create Intensive Mathematics classes for students scoring at FCAT Achievement Levels 1 and 2 in order to facilitate individual instruction for students with similar SSS deficiencies.	Principal, Administrative Team, Mathematics Department Chairperson, Mathematics Teachers.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students who scored at FCAT Achievement Levels 1 and 2 and provide these students with remediation based on individual deficiencies through before and after school and Saturday tutoring programs. A pre and post test will be administered to evaluate student progress.	Principal, Administrative Team, Mathematics Department Chairperson, Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$10000.00
Provide opportunities for Hispanic, Limited English Proficient (LEP), and Students with Disabilities (SWD) students to expand project-based learning in order to increase higher-order thinking and problem-solving skills.	Principal, Administrative Team, Mathematics Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00
Implement the 8-Step Continuous Improvement Model Process.	Principal, Administrative Team, Leadership Team, Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement journal entry writing to provide students in grades 6 through 8 with an opportunity to express their mathematical thoughts/processes in a verbal format based on concepts that are assessed on the FCAT.	Principal, Administrative Team, Mathematics Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Administer three District Interim Mathematics Assessments to monitor student progress.	Principal, Administrative Team, Mathematics Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$500.00

Research-Based Programs

CORE PROGRAMS – Glencoe Applications and Concepts (Course 1, Course 2, and Course 3), Glencoe Pre-Algebra, Glencoe Algebra, and Glencoe Geometry textbooks with resources.

SUPPLEMENTAL PROGRAMS - Object-Based Learning, FCAT Explorer, Riverdeep, Differentiated Instruction, Performance-Based Assessment, and Understanding by Design (UbD).

Professional Development

Professional development will be provided to enhance mathematics instruction throughout the curriculum.

Teachers will be provided with ongoing training in the 8-step Continuous Improvement Model, EduSoft and SPI to enable teachers to use student data and set academic goals for the year. In addition, ongoing training will be provided in CRISS strategies, Understanding by Design (UbD), Object-Based Learning, Differentiated Instruction, and Performance Based Assessment.

Evaluation

This objective will be evaluated by scores on the Mathematics portion of the 2007 FCAT and the District Interim Mathematics Assessments.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students at Shenandoah Middle School will continue to improve writing skills.

Needs Assessment

Results of the 2006 FCAT Writing+ test indicate that 83% of the eighth grade students tested scored 3.5 or higher. Nevertheless, there is a need for the remaining 17% of the students to become proficient in writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing proficiency by 1% on the 2007 administration of the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with graphic organizers to assist in the planning stage of the writing process.	Principal, Administrative Team, Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify and recruit potential students for Advanced Academics through teacher recommendations, test scores, and student interest.	Principal, Administrative Team, Language Arts Department Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Create a bank of content-based prompts for mathematics, science, and social studies.	Principal, Administrative Team, Language Arts Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase student participation in the Museum Magnet School Exhibits throughout the school year.	Principal, Administrative Team, Language Arts Dept. Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Use the Understanding by Design (UbD) curriculum framework to enhance student writing proficiency.	Principal, Administrative Team, Museums Magnet Lead Teacher, Language Arts Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$3000.00
Require teachers to utilize CRISS Strategies, Differentiated Instruction, and Reciprocal Teaching strategies in all core subject area classes to enhance the writing process.	Principal, Administrative Team, Core Area Department Chairpersons, Core Area Teachers	8/14/2006	05/30/2007	District Strategic Plan	\$1000.00
Enrich student learning using Visual Thinking Strategies and Object-based Learning.	Principal, Administrative Team, Museums Magnet Lead Teacher, Core Area Teachers	8/14/2006	5/30/2007	Expanding arts opportunities	\$1000.00
Administer district-developed diagnostic writing pre and post-tests to all students in preparation for the FCAT Writing+ Test using both expository and persuasive prompts.	Principal, Administrative Team, Language Arts Dept. Chairperson, Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify students scoring low on the District-developed FCAT Writing+ pre-test and	Principal, Administrative Team,	8/14/2006	5/30/2007	Continuous Improvement Model	\$1000.00

provide additional instruction in the writing process. A post test will be administered to evaluate student progress.	Language Arts Dept. Chairperson, Language Arts Teachers	
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Research-Based Programs

CORE PROGRAMS - Write Traits writing program

SUPPLEMENTAL PROGRAMS - Visual Thinking Strategies (VTS), Performance-Based Assessment, Understanding by Design (UbD)

Professional Development

Teachers will receive training in the Six Trait writing process, holistic scoring, Data-Driven Decision Making, CRISS Training, Curriculum Mapping, 8-Step Continuous Improvement Model process, Visual Thinking Strategies (VTS), Understanding by Design (UbD), Performance-Based Assessment and Object-Based Learning.

Evaluation

This objective will be evaluated by the scores on the 2007 FCAT Writing+ test and by the District-developed pre and post test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Student performance on the FCAT Science Assessment will be sufficient to meet or exceed the criteria of proficiency needed to master the SSS in the area of science.

Needs Assessment

Results of the 2006 FCAT Science Test data indicates that 11% of eighth grade students scored at or above proficiency in science.

Eighth grade students scored highest (46%) in the Earth/Space and Life/Environmental clusters.

Eighth grade students scored lowest (36%) in the areas of Scientific Thinking and Physical/Chemical Science.

Staff development will be provided to enhance instruction Scientific Thinking and Physical/Chemical Science for the purpose of increasing student achievement in these areas.

Measurable Objective

Given instruction using the Sunshine State Standards, eighth grade students will improve their science skills as evidenced by 17% scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Facilitate data-driven decision making by providing teachers with all available data to enable them to analyze and monitor the ongoing progress of their students.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify and recruit potential students for Advanced Academics through teacher recommendations, test scores, and student interest.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	5/14/2006	5/30/2007	Transition and Articulation Programs	\$0.00
Develop science projects to be entered into the annual science fair.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00
Create theme-based units using the Understanding by Design (UbD) curriculum framework which will be evaluated using teacher created rubrics (Performance-based Assessments) to improve student achievement.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$3000.00
Provide supplementary reading instruction to all students through tutorial science services before and after school and on Saturdays. A pre and post test will be administered to evaluate student progress.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$2400.00
Administer a diagnostic science test to all students in grades six through eight in order to target their weaknesses in the area of science.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the number of laboratory experiments in science classes in grades six through eight to strengthen critical thinking skills. The experiments will integrate technology, and follow methods for mathematics and science data analyses.	Principal, Administrative Team, Science Department Chairperson, Science Teachers	8/14/2006	5/30/2007	School-to-Career	\$1200.00
Enrich student learning using Object-based	Principal, Administrative Team,	8/14/2006	5/30/2007	Expanding arts	\$4000.00

Learning and Differentiated Instruction.	Science Department Chairperson, Museums Magnet Lead Teacher, Science Teachers		opportunities	
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Research-Based Programs

CORE PROGRAMS - Glencoe Science Voyage textbook and resources. In Earth and Space Science, the Science Insights and resources are used. Biology students use the text by Holt, Reinhart and Winston titled Visualizing Life.

SUPPLEMENTAL PROGRAMS - CRISS strategies, Object-Based Learning, Understanding by Design, Differentiated Instruction, Performance-Based Assessment

Professional Development

Teachers will continue to receive training in CRISS Strategies, Object-Based Learning, Understanding by Design, Differentiated Instruction, and Performance-Based Assessment.

Evaluation

This objective will be evaluated by scores on the Science portion of the 2007 FCAT and the site-generated Interim Science Assessments.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Parents at Shenandoah Middle School will continue to participate in school related functions in order to increase student achievement.

Needs Assessment

Several parents of students at Shenandoah Middle School have recently migrated to the United States. These parents are not familiar with the Miami-Dade County School System and/or with assistance programs available to them or their children. The parents need assistance from the school site in order to familiarize themselves with the education the children are receiving. Parental workshops, PTSA meetings, EESAC meetings, and school events attendance rosters, community Involvement Specialist's monthly reports, and parent conference logs indicate a 12% increase in parental involvement through school sponsored events during the 2005-2006 school year when compared to similar reports from the 2004-2005 school year. Available data indicates that, while parent involvement has increased, 57% of parents did not attend school sponsored events.

Measurable Objective

Parent participation through school sponsored events during the 2006-2007 school year will increase by three percentage points from that of the 2005-2006 school year as evidenced by attendance records.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide school communications in the parents' home language.	Principal, Administrative Team, Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Improve communication of all activities through the publication of a monthly calendar and newsletter and continue use of the school's website to impart important information to parents.	Principal, Administrative Team, Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide students with agendas in order to improve students' organizational and time management skills, document home learning activities, record upcoming tests, and short and long range plans. Encourage parents to regularly review the agenda book in order to improve student completion of assignments.	Principal, Administrative Team, Teachers, Student Services	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Continue updating school and District information to be disseminated through the Parent Resource Center (PRC).	Principal, Administrative Team, Teachers, Student Services	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Continue "Report Card Saturdays," where parents are encouraged to pick up their child's report card and meet members of the instructional and administrative staff.	Principal, Administrative Team, Teachers, Student Services	8/14/2006	5/30/2007	Community Partnerships	\$800.00
Conduct parent meetings and conferences at times that accommodate family schedules.	Principal, Administrative Team, Teachers, Student Services	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Encourage parent and teacher participation in the school's PTSA and Parent Academy.	Principal, Administrative Team, Teachers, Student Services	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

CORE PROGRAMS- National Standards for Parent and Family Involvement Programs by the National P.T.S.A.(English and Spanish versions available), Visual Thinking Strategies (VTS) Parent Workshop.

Professional Development

Not Applicable

Evaluation

Parental workshops, meetings, and school events attendance rosters - Community Involvement Specialist's monthly reports - PTSA Membership rosters - and EESAC attendance rosters.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

All students at Shenandoah Middle School will adhere to the M-DCPS Student Code of Conduct in order to promote and maintain a safe learning environment.

Needs Assessment

Suspension figures for the 2005-2006 school year indicate that there were 551 indoor and outdoor suspensions. Faculty and staff have indicated a need to implement additional proactive discipline measures in order to decrease the number of suspensions.

Measurable Objective

Given the implementation of the school safety and discipline plan, the total number of indoor and outdoor suspensions for the 2006-2007 school year will decrease by ten percent as compared to the number of suspensions for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide literature to parents on behavior management through the Parent Resource Center, parent conferences, and home visits by Community Involvement Specialist.	Principal, Administrative Team, Student Services Department, Community Involvement Specialist	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Assist in coordinating outside agencies intervention with selected students and parents.	Principal, Administrative Team, Trust Counselor, Student Services Department, Community Involvement Specialist	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Address student behavior standards and expectations during student orientation assemblies and distribute a copy of the M-DCPS Student Code of Conduct to each student.	Principal, Administrative Team, Student Services Department, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Meet with all team leaders on a weekly basis to discuss the improvement of academic achievement and student behavior.	Principal, Administrative Team, Team Leaders, Student Services Department	8/14/2006	5/30/2007	Academic Teams	\$0.00
Provide incentives for students exhibiting improved behavior (i.e. field days, book give-aways).	Principal, Administrative Team, Student Services Department, Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Create a Safety Committee composed of teachers, administrators, students and parents to develop a school-wide discipline plan.	Principal, Administrative Team, Teachers	8/14/2006	5/30/2007	Academic Teams	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Assertive Discipline and Classroom Management workshops

Evaluation

This objective will be evaluated based on the results of the number of total indoor and outdoor suspensions at the end of the 2006-2007 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Increase student use of technology.

Needs Assessment

Student, Parent, Faculty, and Staff interest surveys indicate a need for additional instruction in the use of technology. There is a need for staff development in the use of laptops and LCD projectors as well as with the electronic gradebook.

Measurable Objective

Given instruction in computer skills, sixth, seventh and eighth grade students at Shenandoah Middle School will increase the use of technology as evidenced by 65% of the students in the Social Studies and Language Arts classes presenting multimedia projects.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Expand use of computer technology in the T.V. production classes.	Principal, Administrative Team, T.V. Production Teacher, Library Media Specialist	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Instruct students in the use of various technology in order to increase the number of multi-media projects across the curriculum.	Principal, Administrative Team, Library Media Specialist, Social Studies and Language Arts Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Present multimedia use workshops for teachers, staff, and interested parents.	Principal, Administrative Team, Library Media Specialist, Social Studies Department Chairperson	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Use computer technology to enhance the Museums Magnet Program.	Principal, Administrative Team, Museums Magnet Lead Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$35000.00
Increase number of multimedia projects entered in the Science Fair, Reading/Writing Fair, and museums magnet displays for grades six through eight.	Principal, Administrative Team, Library Media Specialist, Social Studies and Language Arts Teachers	8/14/2006	8/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Visual Thinking Strategies, Understanding by Design, Atomic Learning

Evaluation

The evaluation of this objective will be based on the number of multimedia projects presented by students in the Language Arts and Social Studies classes during the 2006-2007 school year.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

Increase the number of students achieving silver and gold honor cards in the FITNESSGRAM Program.

Needs Assessment

According to the FITNESSGRAM Program at Shenandoah Middle School, 100% of the students enrolled in Physical Education classes in 2005-2006 were tested. This test included 71 seventh graders and 113 eighth graders. Eighteen percent of the students enrolled in the physical education program received gold and silver district fitness awards. Sixteen students passed six out of six tests. These students met the qualifications for a gold card. Eighteen students passed five out of six tests. These students received a silver card.

Measurable Objective

Given the implementation of the FITNESSGRAM Program, twenty-five percent of students enrolled in physical education will achieve a passing score on the FITNESSGRAM assessment as evidenced by the student performance score recorded in March 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Recognize proper techniques for performing physical activities associated with middle school sports.	Principal, Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement positive health behaviors and enhance wellness by educating students on nutrition and body management.	Principal, Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Demonstrate competency and proficiency in physical activity including body management skills.	Principal, Principal, Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a 15 minute practice of daily activities per class which focuses on the six categories of the FITNESSGRAM.	Principal, Administrative Team, Physical Education Department Chairperson, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

FITNESSGRAM Software training and Testing Procedures for the physical education teachers.

Evaluation

This objective will be evaluated based on the number of students who are reported to have received gold and silver district FITNESSGRAMS on the Miami-Dade County Public Schools 2006-2007 Physical Fitness Testing Middle School Report Form submitted by Shenandoah Middle School in the spring of 2007.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

The number of student created art will increase in order to enhance student achievement.

Needs Assessment

Figures from the 2005-2006 school year indicate that students in grades six through eight created a total of 427 art projects. Participation in the Museums Exhibit Night indicates a need to increase the number of student created art.

Measurable Objective

Student created art will increase by 5% in the 2006-2007 school year as compared to the number of student created art in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish an Art Club.	Principal, Administrative Team, Art Teacher, Museums Magnet Lead Teacher	8/14/2006	5/30/2007	School-to-Career	\$500.00
Participate in the Page at a Time (PAT) project in conjunction with the Wolfsonian Museum in which students will create a thematic book.	Principal, Administrative Team, Art Teachers, Language Arts Teachers, Museums Magnet Lead Teacher	8/14/2006	5/30/2007	Community Partnerships	\$720.00
Increase the number of students enrolled in Art classes.	Principal, Administrative Team, Counselors, Art Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of Museum Exhibit Nights to two - one in November 2006 and one in May 2007.	Principal, Administrative Team, Museums Magnet Lead Teacher, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the number of Museum Exhibit Nights to two - one in November 2006 and one in May 2007.	Principal, Administrative Team, Museums Magnet Lead Teacher, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Visual Thinking Strategies, Object-Based Learning

Professional Development

Training for the teachers involved in the Page at a Time (PAT) project will be provided by the museums partners. Curriculum meetings will be held with the teachers and the museums partners before each study trip and Museums Exhibit Nights.

Evaluation

This objective will be evaluated based on the number of student created art presented in the Museums Exhibit Night.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

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

Needs Assessment

Compared to similar middle schools, Shenandoah Middle's percentile ranking is 56 and the percent of the highest ROI value is 68.

Measurable Objective

Shenandoah Middle School's Return on Investment percentile ranking will increase by at least one percentile point.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with cultural institutions.	Principal, Administrative Team, Museums Magnet Lead Teacher	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Identify lowest quartile students early and provide additional assistance.	Principal, Administrative Team, Department Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Riverdeep.	Principal, Administrative Team, Department Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize school and district in-service training to provide high quality teacher professional development and monitor its implementation.	Principal, Administrative Team, Department Chairpersons, Lead Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00

Research-Based Programs

Textbooks as per all other objectives in the School Improvement Plan.

Professional Development

Understanding by Design, Differentiated Instruction, Performance Based Assessment, Object-Based Learning, Visual Thinking Strategies

Evaluation

2005-2006 publication of the Return on Investment Index

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) recommended expenditures regarding the use of EESAC funds be based on current school needs.

Training:

The Educational Excellence School Advisory Council (EESAC) recommended continued staff training in the areas of reading, writing, mathematics, science, and technology for all teachers across the curriculum.

Instructional Materials:

The Educational Excellence School Advisory Council (EESAC) recommended the following: update classroom libraries for all teachers, additional Accelerated Reader books, and continued use of Riverdeep and FCAT Explorer.

Technology:

The Educational Excellence School Advisory Council (EESAC) recommended continued tracking of students' independent reading through Accelerated Reader, READ 180, and STAR programs, additional workshops for teachers in the use of the electronic grade book, and assistance in the use of the Internet as a communication/teaching/learning technology.

Staffing:

The Educational Excellence School Advisory Council (EESAC) recommended better usage of the paraprofessionals in the classroom. Additionally, members of the EESAC serve on the school's Interview Committee, a committee that selects potential staff members.

Student Support Services:

The Educational Excellence School Advisory Council (EESAC) recommended that the Community Involvement Specialist (CIS) increase contact with students and parents by making visitations to the homes of those students needing additional assistance and/or intervention.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council (EESAC) recommended that a needs assessment be administered to the staff and the results be used to determine what additional resource materials, are needed in order to improve academic achievement.

Benchmarking:

The Educational Excellence School Advisory Council (EESAC) recommended that students and teachers continue to address science skills.

School Safety & Discipline:

The Educational Excellence School Advisory Council (EESAC) recommended that the TRUST counselor continue to provide individual and group counseling to targeted groups of students-at-risk.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$77,800.00
Goal 2: Mathematics	\$15,900.00
Goal 3: Writing	\$6,000.00
Goal 4: Science	\$10,600.00
Goal 5: Parental Involvement	\$800.00
Goal 6: Discipline & Safety	\$500.00
Goal 7: Technology	\$35,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$1,220.00
Goal 10: Return On Investment	\$5,000.00
<hr/>	
Total:	\$152,820.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent